BASIC ADMINISTRATIVE SKILLS

For PU Semester - 1 PUB SEC - 1 - 101

Vibha Sharma

Basic Administrative Skills

(*for* PU Semester – 1 PUB SEC - 1 - 101)

By

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Other Books by the Author

1. **Introduction to Public Administration (2025),** Self-Published, ISBN – 978-93-344-3174-2. https://vibhasharma.in/pu-ba-i-multi-disciplinary-course-public-administration-3-credits-semester-i/.
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4. **Introduction to Indian Administration (2025),** New Academic Publishing, Jalandhar, Punjab, ISBN: 978938205303.
5. **Indian Administrative System (2025),** New Academic Publishing, Jalandhar, Punjab, ISBN: 9789393325679.
6. **Fundamentals of Public Administration (2024),** New Academic Publishing, Jalandhar, Punjab, ISBN: 9789382052784.
7. **Development Administration in India (With Special Reference to Punjab) (2023),** New Academic Publishing, Jalandhar, Punjab, ISBN: 9789395956048.
8. **Local Government in India (With Special Reference to Punjab) (2022),** New Academic Publishing Company, Jalandhar, Punjab, ISBN: 9788195768295.
9. **Public Administration (C-7) (2022)** with Shaveta Begra, New Academic Publishing Company, Jalandhar, Punjab, ISBN 9788195768257
10. **Personnel Administration (2022),** Crown Books, Jalandhar, Punjab, ISBN: 9789393325013.
11. **Indian Administration (2021),** Crown Books, Jalandhar, Punjab, ISBN: 9789382052913.
12. **Administrative Theory (2020),** Crown Books, Jalandhar, Punjab, ISBN: 9789382052784.
13. **Public Administration (2019),** New Academic Publishing Co., Jalandhar, Punjab, ISBN: 9789387163447.
14. **Childhood through the Looking Glass (2016, 2019)** – Edited by Vibha Sharma and Ashlie Brink, Interdisciplinary Press, Oxfordshire, United Kingdom, 2016 & BRILL (2019), ISBN: 9781848885295 DOI: https://doi.org/10.1163/9 781848885295.
15. **Child Development and Child Protection: An Indian Perspective (2015)**, New Era International Imprint, ISBN: 9788129001207.
16. **Child Welfare Programmes in Haryana: An Empirical Assessment (2015),** Arun Publishing House, Chandigarh, ISBN: 9788180482694.

Other Publications

The following works were originally authored by **Pandit Ram Saran Advocate (1895-1946) (My Nana ji)** and have been republished by the Author:

1. **Srimad Bhagwad Gita translated by Pandit Ram Saran Advocate (1935) (Devanagari Script):** https://vibhasharma.in/srimad-bhagwad-gita-translated-by-pandit-ram-saran-advocate-first-published-in-1935/
2. **Srimad Bhagwad Gita translated by Pandit Ram Saran Advocate (1935) (Gurmukhi Script):** https://vibhasharma.in/srimad-bhagwad-gita-karam-yog-translated-by-pandit-ram-saran-advocate-first-published-in-1935/
3. **Punjab de Geet (1931) by Pandit Ram Saran Advocate:** https://vibhasharma.in/punjab-de-geet-pandit-ram-saran-1931-1895-1946/

Preface

Basic Administrative Skills has been designed for PU Semester–1 students of the Skill Enhancement Course PUB SEC–1–101, providing a clear and practical introduction to the essential administrative competencies needed in today's dynamic organisational environments.

Effective administration encompasses clear communication, effective team leadership, informed decision-making, efficient resource coordination, and adherence to ethical standards. Administrators are also expected to act as responsible global citizens, aware of cultural diversities, sustainability concerns, and the wider impact of their decisions. This book aims to develop core administrative skills that support good governance, ethical leadership, and efficient management.

Aligned with the National Education Policy (NEP) 2020, this e-book combines theoretical understanding with practical skill orientation, encouraging students to apply concepts in real-life administrative situations. It fosters confidence and capability to perform effectively in both public and private organisational environments.

Each chapter is written in clear and concise language, supported by illustrations, examples, review questions, and self-assessment exercises. The digital format allows easy navigation with hyperlinks and interactive engagement. Activities and exercises are included to promote experiential learning, interactive teaching, and deeper understanding. Self-Assessment MCQs on diverse topics can also be accessed at - https://vibhasharma.in/public-administration-mcqs-for-competitive-examinations/.

This e-book is designed as a learning companion, fostering critical thinking, self-awareness and professional growth. It aligns academic learning with employability and lifelong learning skills — the essence of NEP–2020. Students may also refer to the PU Semester–1 MDC–1–101 e-book ***Introduction to Public Administration*** at https://vibhasharma.in/pu-ba-i-multi-disciplinary-course-public-administration-3-credits-semester-i/ for enhancing their learning.

I sincerely hope this effort strengthens the foundation of students pursuing Public Administration and helps them become responsible, capable, and reflective administrators of the future. You can also send your feedback to this email.

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Unit – I

Chapter-1: Introduction to Basic Skills in an Organisation

Objective: The objective of this chapter is to make the students understand:

1. Introduction
2. Definitions
3. Importance/Significance of Basic Skills
4. Key Basic Skills
5. Challenges in Developing Basic Skills
6. Strategies for Developing and Enhancing Basic Skills
7. Conclusion
8. Important Terms/Information
9. Short and Long Questions
10. MCQs for Competitive Examinations
11. Additional Resources/Suggested Readings

I Introduction

Organisations are an integral and indispensable part of human life. They serve as the steel framework that enables the judicious utilisation of the three key resources — men, money, and materials — to achieve desired goals. An organisation provides a structured framework that allows individuals to work collectively toward common objectives. In today's fast-paced and ever-evolving work environment, technical expertise alone is no longer sufficient. Every organisation, whether small or large, relies heavily on the basic or foundational skills of its employees. These skills are the building blocks of workplace efficiency, collaboration, and overall success. Basic skills are essential for effective communication, team performance, time management and problem-solving. Each of these contributes significantly to the achievement of both individual and organisational goals.

This chapter explores the definition of **Organisation** and **Skills.** It also discusses the Types, Significance, and Methods of Developing Basic Skills in a professional setting.

II Definitions

a. **Organisation:** An organisation is a group of individuals who come together to achieve common goals. It provides a structural framework within which individuals or functionaries are assigned specific roles and responsibilities. The entire system operates through a predetermined process, with interrelated components performing

diverse activities to accomplish the set objectives. An organisation defines *what* work is to be done, *how* it is to be carried out, and *who* is responsible for performing it. It also involves the interrelation, grouping, and regrouping of tasks, along with a clear definition of authority and responsibilities of individuals occupying various positions, each contributing as a part of the larger whole towards the achievement of organisational goals. An organisation, being an important and integral part of the modern human endeavour to achieve its goals, is defined by scholars in the following manner:

- **Compact Oxford English Dictionary:** Organisation means a group of people framing a structure to achieve common objectives. It includes:
  - *(i)* the action of organising;
  - *(ii)* a systematic arrangement or approach; and
  - *(iii)* an organised body of particular people with a particular purpose.
- **Chester I Barnard:** An organisation is a system of consciously coordinated activities or forces of two or more persons**.**
- **Dimock and Dimock:** Organisation is the systematic bringing together of interdependent parts to form a unified whole through which authority, coordination and control may be exercised to achieve a given purpose.
- **Mooney and Riley:** Organisation is the form of every human association for the attainment of a common purpose**.**

Analysis

Scholars view organisations from different perspectives but converge on key elements like common purpose, a deliberately structured system, coordinated group efforts, communication channels and well-defined roles. Scholars such as Barnard and Dimock emphasise coordination and control, while Mooney and Riley highlight the universal nature of human associations. Collectively, these definitions reveal that an organisation is not merely a formal structure but a dynamic, purposeful system that channels human effort towards shared goals, playing a vital role in both individual success and societal development.

b. **Skills:** A Skill is the ability of a person to perform a specific task or to proficiently carry out highly operational, administrative, and technical functions within an organisation. A Skill means an ability of an employee to carry out a task with pre-determined objectives within the given time. A few definitions are as follows:

- **Merriam-Webster Dictionary:** Skill is the ability to use one's knowledge effectively and readily in execution or performance.
- **Skill Training Module of Medical Council of India:** Skill is the ability to perform a task leading to a specific, predefined outcome.

— **B Knapp:** Skill is the learned ability to bring about pre-determined results with maximum certainty, with the minimum outlay of time or energy or both.

c. **Basic Skills:** Basic skills mean essential abilities that are required to function effectively in an organisation/or workplace. These skills include communication and coordination, teamwork, and decision-making skills. Some definitions of basic skills are as follows:

— **OECD:** Basic skills are the foundation for learning, work, and life. They include literacy, numeracy, and problem-solving skills needed in technology-rich environments.

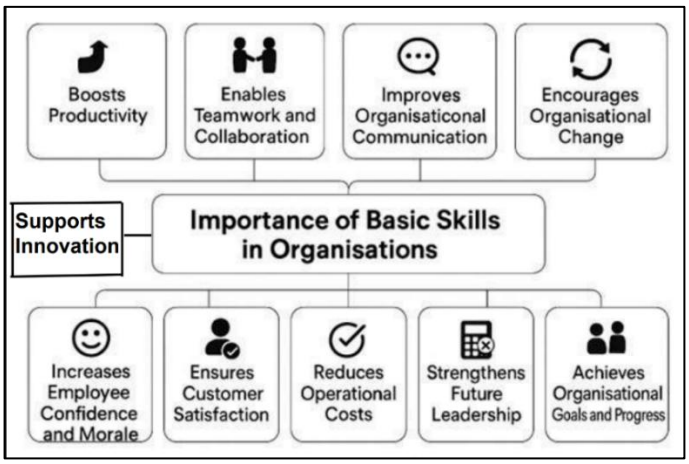
— **UNESCO:** Basic skills refer to those skills that are fundamental for participation in social, economic, and political life.

— **National Research Council (USA):** Basic skills are those foundational skills that underlie more complex thinking, learning, and performance.

Skills, thus, are the capabilities or proficiencies developed through training or experience, enabling individuals to perform tasks effectively. Humans have been divided based on their skills, which differentiate them as skilled and non-skilled. Skilled workers are generally more trained, paid higher, and have more responsibilities than unskilled workers.

III Importance/Significance of Basic Skills

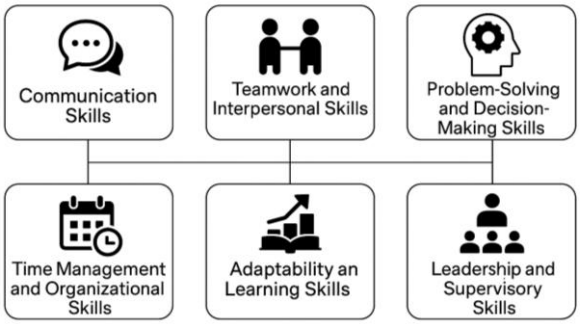
Basic skills such as communication, teamwork, time management, and problem-solving play a vital role in ensuring the smooth functioning of any organisation. The importance of basic skills in organisations is as follows:



1. **Boosts Productivity:** Basic Skills like time management, communication, cooperation, and coordination help employees complete tasks professionally, boosting efficiency and effectiveness, thereby leading to higher productivity.
2. **Enables Teamwork and Collaboration:** Basic Skills like Interpersonal skills and emotional intelligence enable smooth partnership among team members, fostering a healthy and cooperative work environment within the organisation.
3. **Improves Organisational Communication:** Strong verbal and written communication skills reduce misinterpretations, ensure clarity in official/organisational communication, and support improved functioning.
4. **Encourages Organisational Change:** In an era of rapid technological innovation, organisational change has become the norm. Possession of strong basic skills makes employees more adaptable and responsive to such changes, thereby facilitating smooth, timely, and effective transitions within the organisation.
5. **Supports Problem-Solving and Innovation:** Critical thinking and analytical skills help in identifying and categorising issues, generating resolutions, and encouraging innovation and modernisation within the organisation.
6. **Increases Employee Confidence and Morale:** Possessing essential skills empowers employees to perform their tasks efficiently and with confidence. This not only enhances individual performance but also boosts job satisfaction and overall morale within the workplace.
7. **Ensures Customer Satisfaction:** Foundational skills like effective communication, active listening, and professionalism play a crucial role in enhancing customer experience, building trust, and ensuring long-term customer retention.
8. **Reduces Operational Costs:** Employees equipped with the right skills perform tasks more accurately and efficiently, minimising errors, rework, and delays. This leads to significant savings in operational costs and enhances overall productivity.
9. **Strengthens Future Leadership:** Basic skills lay the groundwork for leadership development by improving critical competencies such as decision-making, effective delegation, and conflict resolution. These skills prepare employees to take on leadership roles with confidence and capability.
10. **Achieves Organisational Goals and Progress:** When employees across all levels are equipped with essential foundational skills, the organisation functions more efficiently, aligns better with its strategic vision, and can sustain long-term development and success.

IV Key Basic Skills

Basic skills form the basis of individual and organisational success. Essential competencies like communication, teamwork, time management, adaptability, critical thinking, and problem-solving enable employees to accomplish the organisational objectives effectively and harmoniously within the given time. Basic skills are universally applicable across job profiles, making them crucial for daily operations, interpersonal interactions, and organisational development. By acquiring these skills, the employees become more productive, collaborative, and responsive to change. Basic skills are as follows:



Basic Skills in Organisations

1. **Time Management and Organisational Skills:** Time management and organisational skills are essential for maintaining efficiency and maximising productivity in the organisation/workplace. These skills involve prioritising tasks effectively, often using the following tools:
   - **The Eisenhower Matrix** to distinguish between urgent and important activities.
     - Introducing the Eisenhower Matrix: https://www.eisenhower.me/eisenhower-matrix/
     - How the Eisenhower Matrix can fix your Procrastination issues: The Art of Improvement: https://www.youtube.com/watch?v=k7xJwo1fVyU
   - **Setting SMART Goals** (Specific, Measurable, Achievable, Relevant, Time-bound) helps in maintaining clarity and direction.
     - SMART Goals: a guide to setting goals that matter: https://www.bitesizelearning.co.uk/resources/smart-goals-meaning-examples

— Lake Superior State University: https://www.lssu.edu/wp-content/uploads/2021/09/SMART-Goals-Worksheet-1.pdf
— University of San Diego: SMART Goals Template: https://www.sandiego.edu/hr/documents/STAFFGoals-PerfPlanningGuide1.pdf

- Delegation: Delegation and proper scheduling ensure that responsibilities are evenly distributed and timelines are met. Moreover, the ability to avoid distractions and manage workload efficiently allows individuals to stay focused, meet deadlines, and achieve professional objectives with greater ease.

2. **Communication Skills:** Communication skills are vital in every organisation, encompassing verbal, non-verbal, and written forms of expression. Effective communicators not only convey their ideas clearly but also excel in active listening, ensuring shared understanding and encouraging collaboration. Constructive feedback on issues and goals nurtures a culture of continuous improvement. Proficiency in writing emails and documents is essential for maintaining professionalism and precision in organisational communication. Cross-cultural communication is has become increasingly vital in today's globalised environment, requiring awareness and sensitivity to diverse cultural norms and communication styles to ensure inclusivity and avoid misunderstandings.

   — Effective Communication Skills: Paper Fold Exercise: Northeast Wisconsin Manufacturing Alliance: https://newmfgalliance.org/wp-content/uploads/2020/03/effective-com-skills-paper-fold-activity-8-19-2015.pdf

3. **Team Work and Interpersonal Skills:** Teamwork and interpersonal skills are essential for nurturing a collaborative and productive work environment. These skills involve the ability to cooperate with others and take shared responsibility for achieving common goals. Building rapport and demonstrating compassion contribute to robust professional associations and mutual respect amongst team members. Effective conflict resolution strategies help address disagreements constructively, preventing disruptions and upholding team harmony. Additionally, the ability to network effectively—both within and outside the organisation—augments collaboration, resource sharing, and access to new openings, which strengthens the organisations.

   — Texas Tech University - 30 Team-Building Games, Activities and Ideas: https://www.depts.ttu.edu/provost/studentlife/Involvement/Leadership/documents/team_buildinggamesactivitiesideas.pdf

4. **Problem-Solving and Decision-Making Skills:** Problem-solving and decision-making skills are vital for effective functioning in any professional setting. These skills begin with the ability to identify and define problems, which sets the basis for suitable solutions. Employing logical, analytical, and creative thinking empowers individuals to explore multiple perspectives and develop pioneering styles. Carefully evaluating various alternatives helps make informed and comprehensive decisions. Furthermore, understanding and weighing potential risks involved in the decision-making process ensures better readiness and reduces the likelihood of adverse outcomes.
   — Living as a Leader: Worksheet for Problem Solving and Decision-Making: https://www.livingasaleader.com/Files/Book-Resources/LiveAsALeader_ProblemSolvingandDecisionMaking.pdf
5. **Adaptability and Learning Skills:** Adaptability and learning skills are crucial in today's fast-evolving professional landscape. They involve embracing change with a positive attitude and using feedback as a tool for growth. Technological adaptability ensures that individuals stay relevant by learning and integrating new tools and platforms. Regular self-assessment and a clear sense of goal orientation help in tracking progress and identifying areas for improvement. A commitment to continuous learning fosters personal and professional development, enabling individuals to remain agile, competent, and forward-thinking in their roles.
   — Symonds Research: 10 Best Adaptability Activities for Adults and Employees: https://teambuildingworld.com/adaptability-activities/
6. **Digital Skills:** Digital Skills refer to the ability to effectively use digital tools, platforms, and technologies in both personal and professional contexts. These skills are essential in today's technology-driven world and include proficiency in software like MS Office, using email and cloud storage systems, and managing digital communication tools. Digital literacy also extends to social media management, basic cybersecurity awareness to ensure safe online practices, and the continuous learning of new digital tools to stay updated with technological advancements. Having strong digital skills enhances productivity, communication, and adaptability in modern organisational environments.
7. **Leadership and Supervisory Skills:** Leadership and supervisory skills are essential for guiding teams and driving organisational achievements. Effective leaders lead by example, inspire trust, and positively influence team members through their actions and decisions. They provide constructive feedback, continuous support, and clear guidance to help others grow. A strong sense of responsibility and accountability ensures that leaders uphold

high standards and own the outcomes of their decisions. Understanding various leadership styles—such as transformational, which focuses on inspiration and change, and transactional, which emphasises structure and performance—enables leaders to adapt their approach based on team needs and situational demands.

— Symonds Research: 14 Fun Leadership Activities and Games for Adults and Students: https://symondsresearch.com/fun-leadership-activities-games/

V Challenges in Developing Basic Skills

Although basic skills are fundamental to the success of individuals and organisations, several persistent challenges hinder their development:

1. **Limited Access to Quality Education or Training:** In many cases, people/employees may not have access to foundational education or skill development programs due to economic, geographical, or institutional limitations. As a result, individuals enter the workforce without essential competencies in communication, problem-solving, or digital literacy. Additionally, organisations may not prioritise or invest adequately in in-service training or upskilling programs, leaving employees underprepared.
2. **Resistance to Change or Learning:** Some employees may resist adopting new skills or changing long-standing habits due to fear of failure, lack of confidence, generational gaps, or complacency in comfort zones. .
3. **Poor Feedback or Mentoring Systems:** Feedback and mentorship are critical to skill development. If organisations lack structured feedback mechanisms or fail to assign experienced mentors, employees struggle to identify areas of improvement or learn from experience. In such environments, even motivated individuals may not know how to grow or correct their shortcomings, resulting in stagnation.
4. **Cultural or Language Barriers:** In diverse workplaces, cultural differences or language limitations can impede the effective transfer and application of basic skills. Misunderstandings in communication, varying expectations, or discomfort in training sessions conducted in unfamiliar languages can all hamper learning. Furthermore, cultural norms may discourage open dialogue or assertiveness, affecting interpersonal and communication skills.

These challenges can significantly affect an organisation's ability to cultivate a skilled, adaptable, and high-performing workforce. Proactively identifying and addressing these issues through inclusive policies, continuous learning programs, and supportive leadership is essential for overcoming these barriers.

VI Strategies for Developing and Enhancing Basic Skills

To bridge the gap in basic skills among employees, organisations must take proactive and structured measures to address this issue. The following strategies have proven effective in fostering skill development and building a more competent workforce:

1. **Training Programs:** Structured training initiatives like workshops, in-house seminars, skill development programmes, and e-learning platforms help in equipping employees with both basic and advanced competencies. These programs must be tailor-made for the organisation. Regularly updating training content also ensures relevance in a rapidly evolving work environment, especially in digital skills, communication, and time management.
2. **Mentorship and Coaching:** Establishing formal mentorship programs pairs less experienced employees with seasoned professionals. This relationship promotes knowledge sharing, confidence building, and problem-solving support. Coaches and mentors serve as role models, offering insights based on their own experiences, which accelerates learning and reduces the likelihood of repeating past mistakes. One-on-one guidance also helps in setting realistic career goals and navigating workplace challenges.
3. **Performance Feedback:** A culture of regular, constructive feedback is essential for continuous improvement. Clear and actionable feedback help employees understand their strengths and the areas they need to develop. When feedback is timely, respectful, and supportive, it boosts motivation and allows individuals to take ownership of their growth. Using tools like performance appraisals, 360-degree reviews, and feedback surveys ensures a well-rounded perspective.
4. **Self-Learning Opportunities:** Encouraging self-directed learning fosters autonomy and intrinsic motivation. Organisations can support this by providing access to digital libraries, curated content, learning management systems (LMS), discussion forums, and knowledge-sharing sessions. Employees should be encouraged to explore new ideas, read industry-relevant materials, and participate in online communities or MOOCs (Massive Open Online Courses). When individuals take charge of their learning journey, they become more agile and better prepared for future responsibilities.

By integrating these strategies into the organisational culture, companies can ensure a continuous learning environment that not only fills current skill gaps but also prepares employees to meet future challenges with competence and confidence.

VII Conclusion

Basic skills enable individuals to perform their tasks efficiently, adapt to challenges, collaborate with others, and contribute meaningfully to organisational goals. As workplaces evolve, the demand for adaptable, communicative, and ethical professionals continues to grow. Investing in the development of basic skills is, therefore, not just a personal advantage but a strategic necessity for any forward-looking organisation.

VIII Important Terms/Information

1. **Mooney and Riley:** Organisation is the form of every human association for the attainment of a common purpose**.**
2. **Merriam-Webster Dictionary:** Skill is the ability to use one's knowledge effectively and readily in execution or performance.
3. **Time Management and Organisational Skills:** Time management and organisational skills are essential for maintaining efficiency and maximising productivity in the organisation/workplace. These skills involve prioritising tasks effectively, often using the following tools:
4. **Team Work and Interpersonal Skills:** Teamwork and interpersonal skills involve the ability to cooperate with others and take shared responsibility for achieving common goals. Building rapport and demonstrating compassion contribute to robust professional associations and mutual respect amongst team members.

IX Short and Long Questions

Short Answer Type Questions

1. Write one definition of Organisation.
2. Write one definition of Skill.
3. Write one definition of Basic Skills.
4. Write three points of importance of Basic Skills.
5. Give three challenges in developing Basic Skills.
6. Write three strategies to develop Basic Skills.
7. Write three key Basic Skills required in Organisations.
8. Write a note on any one type of Basic Skill.
9. Give three types of Basic Skills.

Long Question

1. Define Basic Skill. Give its Importance. Enumerate Key Basic Skills.
2. Discuss the Significance and Key Basic Skills required in Organisations.
3. Discuss the key Basic Skills in Organisations, Challenges in Developing Basic Skills and Strategies to develop Basic Skills.

X MCQs for Competitive Examinations:
https://forms.gle/9faicUDXxwdL5HcH8

XI Additional Resources/Suggested Readings

1. **NCERT:** https://ncert.nic.in/vocational/pdf/kees101.pdf
2. Oxford Home Study Centre: Problem Solving (Short Course): https://www.oxfordhomestudy.com/courses/online-management-courses/problem-solving-courses
3. Harvard Business School: Free Leadership Book: https://info.email.online.hbs.edu/leadership-ebook?_gl=1*1mjbp0n*_gcl_au*MTIzMTc1MDc3LjE3NTM5MDYwMTI.

Unit – I

Chapter- 2: Communication Skills: Meaning, Types and Process

Objectives: The Objectives are to make the students aware of: 1. Introduction 2. Definitions 3. Importance of Communication 4. Process of Communication 5. Modes/Methods/Types of Communication 6. Channels/Flow of Communication; 7. Communication Skills 8. Barriers to Effective Communication 9. Measure to Improve the Effectiveness of Communication 10. Conclusion 11. Activities to understand Communication & Communication Skills 12. Important Terms/Information 13. Short and Long Questions 14. MCQs for Competitive Examinations 15. Additional Resources/Suggested Readings	**Examples** a. Cyber Laws – Communication b. ICTs & Cyber Laws c. Order d. A typical order - message - by the Government of India e. Cyber Crime - Information Technology Act 2000 Order/Message related to Cyber Security f. Cyber Crime - Website as a Medium - Information Technology Act 2000

I Introduction

Communication, its channels, processes, and skills are an important part of both public and private sector organisations. Let us now discuss the concepts of Communication, its types and channels and communication skills.

Man is a social being, so his need to communicate with other social beings is paramount to any human/social/organisational situation. If people in organisations share their feelings and thoughts and have a shared understanding of the total work situation, then the productivity of the organisation also increases.

Example: Cyber Laws - Communication

Government/Leaders/Officials periodically communicate with state governments/offices to inform them about policies, programmes and directions. This communication is through official channels as well as the electronic media.

In the age of the internet, government institutions and other organisations like banks and business houses provide online services wherein digital payments are also undertaken. Large-scale provision of services has also led to an increase in cybercrime. So the government, with the intention to curb cybercrime and provide cybersecurity, brought the Information Technology Act 2000.

The government disseminated/communicated information to the state government, business houses, banks and the general public through their website, policies and official letters.

Communication through the right medium is a precursor to the effective implementation of the laws.

The Information Technology Act 2000 was amended in 2008. More offences were included, and the punishment was enhanced.

In this chapter, we will discuss the example of Cyber Laws in detail (in boxes) besides the other examples.

II Definitions - Communication

The term Communication is derived from the Latin word “Communis”, which means 'common'. People in organisations need to have a shared understanding of situations to achieve shared purposes for which they have come together.

'Communication' is defined as the use of words, letters and symbols or some other means to have 'common' information about any object under consideration. Following are some definitions of 'Communication':

- **J. D. Millet:** "Communication means a shared understanding of a shared purpose”.
- **Herbert Simon:** “Communication is the process through which decisions are transmitted from one person to another in an organisation”.
- **Keith Devis:** “Communication is a process of passing information from one person to another”.
- **Ordway Tead:** “Communication is the process whereby one person makes ideas and feelings known to another. The underlying aim of communication is a meeting of minds on common issues”.

An analysis of the definitions of communication reveals it is a means by which people connect with each other in an organisation to achieve a desired common purpose. Communication is fundamental to a shared understanding and effective functioning of the organisation.

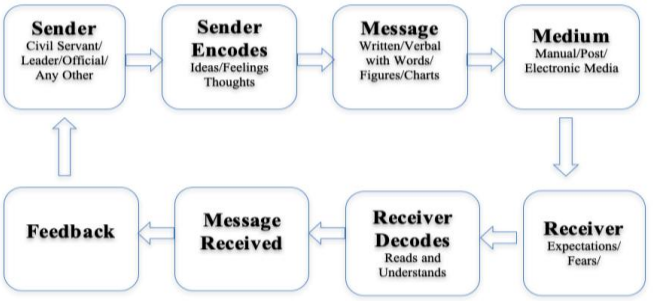
III Importance of Communication

Communication is a means through which different functionaries of an organisation share their knowledge and ideas to achieve their common purpose/objectives. It helps in the planning, decision-making and other processes of the organisation. Chester I Barnard believes that communication is a means by which different people of the organisation are unified as a whole to attain its objectives. The importance of communication is as follows:

1. It helps the functionaries in ascertaining and propagating the objectives of the organisation.
2. It helps in the decision-making process of the organisation by providing information.
3. It enables the functionaries to share thoughts with their superiors methodically, thereby improving the effectiveness of the organisation.
4. It plays an important role in the formation of highly productive and successful teams due to their shared understanding of the issues or problems confronting the organisation.
5. It helps in bringing the functionaries closer to each other, wherein they discuss plans, policies, goals and procedures.
6. It also enables the employees to train and learn from each other, thereby increasing the efficiency of their team.
7. A shared understanding of the goals and objectives by all involved inspires the team to excel.
8. Shared understanding and effective communication also help in raising their level of motivation and morale.
9. It is an important tool not only for planning and coordination but also for supervision.
10. It helps in fostering good interpersonal relations between the members of the organisation.

IV Process of Communication

Communication involves at least two people, though nowadays the number of people receiving communication can be very large due to the use of Information and Communication Technologies. Communication as a process is as shown in the diagram.



Process of Communication

1. **Sender:** The Sender is the person who has to send an important message to the receiver. He has certain ideas, feelings, emotions and information that he intends to share with one or more persons.

   The Sender can be the government/leader/official/senior/general public /anyone who is the affected party. The Receiver can be the government /leader/official/senior/general public/anyone who is the affected party.

   Example:

   - A Deputy Commissioner wants to send directions/command/ information to the Superintendent of Police regarding the maintenance law and order of his district.
   - A senior wants to send directions to his subordinates to perform a specific assignment.

   Example: ICTs & Cyber Laws (Government/Officials as Sender)

   The use of the Internet and Communication Technologies in various fields has also led to an increase in cybercrimes. The Government of India felt the need to bring a law/laws to combat cybercrime and regulate cyber activities and electronic commerce in the country. It also wanted to send/give this information to the people to safeguard themselves and to criminals to warn them of the consequences of cybercrime.

2. **Encoding:** The sender encodes the message and formalises it by including the right words/figures/images. He then sends this encoded message to the receiver.

   Example:

   - Office of Advisor to the Administrator, UT-Cum-Chairperson, State Executive Committee of State Disaster Management, UT, Chandigarh encodes directions/command/information to the people about the imposition of curfew due to corona in the district by an office order. While encoding he makes sure to include all the relevant information.

Example: Order

OFFICE OF ADVISER TO THE ADMINISTRATOR, UT-CUM-CHAIRPERSON, STATE EXECUTIVE COMMITTEE OF STATE DISASTER MANAGEMENT AUTHORITY, UT, CHANDIGARH

ORDER

No. 13180-HIII(5)/2022/ 2410
Chandigarh, dated the 10/02/2022

Further to order No. 13180-HIII(5)/2022/71 dated 03/01/2022, order No. 13180-HIII(5)/2022/295 dated 06/01/2022, order No. 13180-HIII(5)/2022/1509 dated 27/01/2022 and order No. 13180-HIII(5)/2022/2064 dated 03/02/2022, it is hereby ordered as under:-

i) The restrictions on movement of individuals from 12:30 A.M. to 5.00 A.M. for all the non-essential activities are removed.

ii) Schools and coaching institutions will be allowed to start functioning with full capacity in hybrid (offline/online mode) for all classes w.e.f. 14.02.2022. However, the detailed order in this regard will be issued by the Secretary Education, Chandigarh Administration, separately.

Source: https://www.india.com/news/chandigarh/chandigarh-lockdown-latest-news-unlock-guidelines-chandigarh-relaxes-covid-curbs-lifts-night-curfew-reopens-schools-5232970/

Example: Cyber Crime & Cyber Laws (Government/Officials as Encoder)

The Ministry of Home Affairs, Government of India, is the nodal agency to combat cybercrime. The government brought the Information Technology Act 2000 to regulate cyber activities and electronic commerce in the country. After the Act was passed by the Parliament of India, the Government and other officials communicated the provisions of the Act to the people.

Information Technology Act 2000

Source: https://www.meity.gov.in/writereaddata/files/itbill2000.pdf

रजिस्ट्री सं० डी०एल०-33004 / 2000 REGISTERED NO. DL-33004/2000

भारत का राजपत्र
The Gazette of India

असाधारण
EXTRAORDINARY
भाग II — खण्ड 1
PART II — Section 1
प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं॰ 27] नई दिल्ली, शुक्रवार, जून 9, 2000 / ज्येष्ठ 19, 1922
No. 27] NEW DELHI, FRIDAY, JUNE 9, 2000 / JYAISTHA 19, 1922

इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।
Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS (Legislative Department)

New Delhi, the 9th June, 2000/Jyaistha 19, 1922 *(Saka)*

The following Act of Parliament received the assent of the President on the 9th June, 2000, and is hereby published for general information:—

THE INFORMATION TECHNOLOGY ACT, 2000
(No. 21 OF 2000)

[*9th June,* 2000]

An Act to provide legal recognition for transactions carried out by means of electronic data interchange and other means of electronic communication, commonly referred to as "electronic commerce", which involve the use of alternatives to paper-based methods of communication and storage of information, to facilitate electronic filing of documents with the Government agencies and further to amend the Indian Penal Code, the Indian Evidence Act, 1872, the Bankers' Books Evidence Act, 1891 and the Reserve Bank of India Act, 1934 and for matters connected therewith or incidental thereto.

3. **Message:** Once encoded the feelings/emotions/ideas become a message. A message may be verbal or non-verbal. In the case of formal organisations, messages giving directions/orders are in written form. After the message is encoded, then an appropriate medium is selected to send it to the receiver.

Example: A typical order - message - by the Government of India

983433/2021/Sch.4 Section 1929

F. No. 11-16/2020-Sch.4
Government of India
Ministry of Education
(Department of School Education & Literacy)
*****

Shastri Bhawan, New Delhi
Dated the 17th December, 2021

To,

The Additional/Special Chief Secretary/Principal Secretary/Secretary Education of all the States and Union Territories

Subject: Standard Operating Procedure (SOP)/ Guidelines for reopening of schools – Modification regarding.

Sir/Madam,

I am directed to refer to this Ministry's letter of even no. dated the 5th October, 2020 on the above cited subject circulating therewith the Standard Operating Procedure (SOP)/ Guidelines for reopening of schools after COVID-19 lockdown and to say in the light of the subsequent guidelines issued by the Ministry of Home Affairs from time-to-time regarding opening up of various activities, the SOP on preventive measures to contain spread of COVID-19 in offices issued by the Ministry of Health & F.W. on 13-02-2021 and the extensive vaccination coverage of people above the age of 18 years including teaching and non-teaching staff working in schools / educations institutions, the SOP/Guidelines on reopening of schools circulated by this Ministry through the letter under reference have been reviewed in consultation with the Ministry of Health & F.W. and the Ministry of Home Affairs.

Source: https://www.education.gov.in/sites/upload_files/mhrd/files/Modifications_SoP.pdf

Example: Cyber Crime - Information Technology Act 2000 Order/Message related to Cyber Security

Source: https://www.pfrda.org.in/writereaddata/links/cert%201-2%20pages8112e879-dd34-4486-ace1-df7af3f458dc.pdf

पेंशन निधि विनियामक एवं विकास प्राधिकरण
PENSION FUND REGULATORY AND DEVELOPMENT AUTHORITY

Azadi Ka Amrit Mahotsav

PFRDA/2022/14/I&CS/02 Date: 15th June, 2022

CIRCULAR

To

All Stakeholders and intermediaries under NPS

Subject: Cyber Security Directions and FAQs issued by the CERT-In

All entities regulated by PFRDA are requested to refer to the D.O. letter No.20(3) / 2022-CERT-In dated 28.04.2022 received from Indian Computer Response Team (CERT-In) through Department of Financial Services, MoF, on the above subject.

2. CERT-In has issued cyber security directions relating to information security practices, procedures, prevention, response and reporting of cyber-Incidents under the provision of sub section (6) of section 70B of the Information Technology, Act,2000

4. **Medium:** An appropriate medium is selected by the sender to send the encoded message to the receiver at the right time. In case a wrong medium is selected, then either the information may not reach or may reach late. Medium to send a message may be a meeting, telephone, electronic device, e-mail or video conferencing.

Examples:

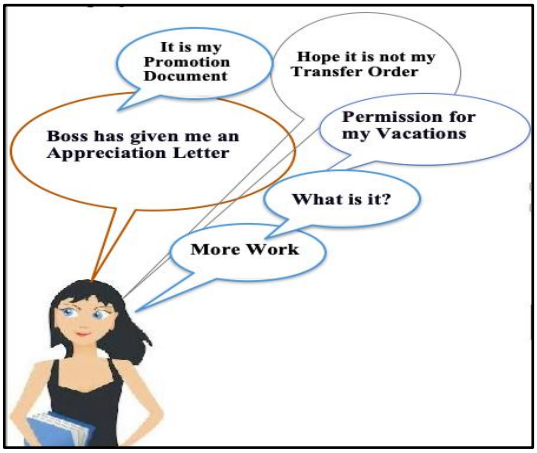
- Meetings conducted at the higher levels to decide on policies and programmes.
- Message given on telephone, mobile and video-conferencing.
- Website, E-Mail and other forms of electronic communication.

Example: Cyber Crime - Website as a Medium - Information Technology Act 2000

Source: https://www.meity.gov.in/home

5. **Receiver:** The medium delivers the message to the receiver. The receiver receives the encoded message with certain expectations, values and fears.

   Examples: After receiving a message from the superior/leader/government, the receiver has expectations, fears, anxiety and other feelings.



6. **Decoding:** Generally, after receiving the message, the receiver at first glances through it. Later on, he reads the message in detail i.e. he decodes the message. While decoding the message, the receiver interprets its objectives and intent.

7. **Message Received:** After decoding the message, he goes through it again to understand the real intent of the message.

8. **Feedback:** The receiver's response to the message after understanding its intent constitutes its feedback and also communicates to the sender whether the receiver has understood the message or not. Feedback enables the sender to take the required action to improve the efficiency of the organisation.

V Modes/Methods/Types of Communication

There are various modes of organisational communication which help in conveying policies, plans, ideas, directions and decisions to the functionaries located at different levels. Following are the different modes/methods/types of communication:

1. **Written Communication:** Written Communication includes policies, plans, decisions, rules and regulations, orders and instructions that are in written or electronic form.

   Benefits of written communication:

   i It constitutes the memory of the organisation.
   ii Is a source of reference for not only the current but also future functionaries, as functionaries may change in due course and hence oral communication may not stand the test of time.
   iii It is accurate, precise, clear and reliable.

   Limitations of written communication include:

i Is a time-consuming and expensive activity.

ii It leads to an enormous amount of files that require storage over a period of time.

iii The language of the people writing may not be refined, leading to ambiguous and vague information

2. **Verbal or Oral Communication:** Verbal/Oral Communication is the face-to-face exchange in a meeting, video-conferencing or telephone.

   Benefits of verbal communication:

   i It saves time, provides a personal touch and gives immediate feedback.

   ii It is more effective as there is a free exchange of ideas, questions, fears and apprehensions which can help in removing bottlenecks in the functioning of the organisation. If the functionaries can express themselves clearly and accurately then it helps in promoting a better understanding of ideas and objectives.

   iii It also helps in the participation of the functionaries in the decision-making process.

   Oral/Verbal Communication has some limitations including:

   i It is not a record for the future as it is not in written form;

   ii It may not be able to give an accurate picture of the total situation and people may not express freely and clearly; and

   iii It may be difficult to assemble the required functionaries to discuss the issues at hand.

3. **Non-Verbal Communication:** Non-verbal communication is an important part of the day-to-day interaction of superiors and subordinates. Feelings and ideas are sometimes better conveyed through gestures or other non-verbal actions. Non-verbal communication includes gestures involving hands, eyes, speed of speaking, and pitch of the voice as well as posture. The subordinates need to understand the written, oral as well as accompanying gestures to understand what the superior is trying to convey.
4. **Audio-Visual Communication:** Audio, visual and/or audio-visual communication, popularly known as A/V methods, has become an important mode of communication in the present era of ICTs. This type of communication is suitable while presenting reports, training and addressing a large number of employees, as well as publicising the work

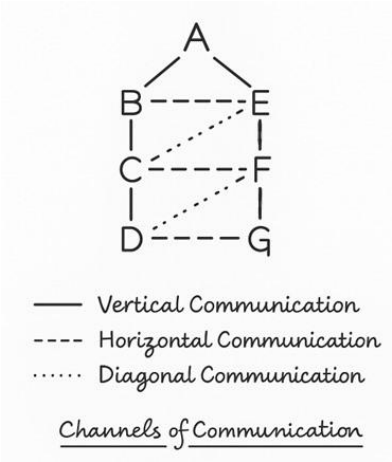
of the organisation. Understanding is considered to be enhanced as A/V communication leaves a lasting imprint on the minds of the receivers.

VI Channels/Flow of Communication

Every organisation provides for channels or paths through which organisational communication flows and reaches its members in different departments. There are two types or channels of communication in organisations – formal and informal channels of communication. The formal channels of communication act as linkages among the employees and flow along the scalar chain of command. They aim at facilitating the effective performance of work in a coordinated manner. Following are the different channels/types/flow of communication:

Formal Communication and Informal Communication

Formal channels of communication are official channels that are made use of by the officials to communicate with members of different departments at various levels. Informal channels of communication are through the informal relations between the functionaries of the organisation. Following are the different types of formal and informal channels of communication:



1. <u>Vertical Communication:</u> Vertical Communication is a formal channel of communication that includes both the Downward Communication, that is from the top to the bottom of the organisation and Upward Communication, that is, from the bottom to the top of the organisation. Following is a brief description of Vertical Communication:

   i. <u>Downward Communication:</u> Downward communication is the organisational communication that flows from the top of the organisation to the lower levels. It is a means through which the senior functionaries of the organisation inform/communicate the organisational objectives,

including policies, plans, directions and procedures to the functionaries situated at different levels in the organisation.

Downward Communication helps the top-level functionaries in influencing the behaviour of the lower-level personnel and inspiring them to achieve organisational objectives. It also helps in administering rewards, reprimands, approval and punishment.

ii. Upward Communication: Organisational communication that flows from the bottom to the top of the organisation is Upward Communication. Both Upward and Downward Communication are important for the effective functioning of the organisation. Upward communication is a means through which the top-level functionaries come to know about the effective/ineffective implementation of the decisions made at the senior levels, the performance of the subordinates, as well as employees' attitudes towards organisational decisions. Upward communication provides information to the top-level functionaries to enable them to make decisions. It also enables the senior functionaries to take timely corrective measures in case required.

Upward Communication may be distorted due to a more hierarchical levels, as every level may tend to weigh information and may end up deleting important information. Sometimes, seniors may ignore timely information given by the lower-level functionaries. Sometimes, lower-level functionaries do not to transmit unfavourable information to the seniors.

2. Lateral/Horizontal Communication: Lateral/Horizontal Communication is a formal channel of communication that takes place between the functionaries at the same hierarchical levels. Classical theorist Henri Fayol supported this form of communication while discussing 'gangplank' and recommended allowing functionaries at the same level of hierarchy to communicate with each other directly. He stated that the functionaries should have the required permission from their respective superiors to do so, and also keep them informed about their communication. 'Gangplank' does not undermine or violate hierarchy but helps reduce the time taken in the decision-making process.

3. Diagonal Communication: Diagonal Communication is the formal channel of communication between functionaries located at two different levels of hierarchy or functionaries from different organisational units located at different levels. It helps in coordinating and integrating as well as bypassing the chain of command. Communication between the Line and Staff agencies is diagonal communication. There is a possibility of confusion as it bypasses

the scalar chain of command. Timely information to the superior is instrumental in removing confusion.

4. Unofficial Communication: Unofficial Communication is a communication between the superior and the subordinate wherein the superior informs his subordinates about a forthcoming change in the rules and regulations, plans and policies of the organisations. A superior may also inform the subordinate about his expected promotion or increase in remuneration before it is transmitted to him by the authorities. Unlike informal communication, which may or may not be true, unofficial communication is true but not formally announced, though a decision has been made. It helps in preparing the subordinates for the changes in advance as well as earning their goodwill.

5. Grapevine/Informal Communication: Informal communication is an intrinsic part of the informal relations between the functionaries of the formal organisation. It is also called 'grapevine'. It is the informal workplace dialogue that is characterised by an exchange of information between different employees and does not follow any formal channels or rules. Communication, both accurate as well as inaccurate, travels with a great speed between members of the informal groups. In informal communication, the source of the information may be unknown or unidentifiable. It provides the subordinates with an informal means of expressing their views, attitudes, feelings etc. about the functioning of the organisation.

VII Communication Skills

Effective Communication Skills are very important to convey ideas, emotions and information to functionaries working at different levels of the organisation. Communication skills include listening skills, clear and simple language and the right medium to convey the message/information. Key elements of communication skills include:

1. **Listening Skills:** Active listening skills mean that the functionary listens to his subordinates/fellow workers/clients by paying close attention to the verbal and non-verbal communication. A good listener maintains eye contact, shows interest in the information provided, engages with the speaker and responds thoughtfully. Reflective listening skills provide him with the required feedback for effective functioning.

2. **Written Communication Skills:** Good writing skills, wherein there is clarity, conciseness, and simple language as per the target audience, are extremely essential for effective organisational communication. The written communication must be free of spelling and grammar mistakes. The communication must be organised and formatted in a manner that appeals to the target audience.

3. **Confidence and Body Language:** Functionaries must have confidence and body language that shows that he is in control of the situation. The confidence of the boss/superior inspires trust amongst the followers /subordinates and other functionaries.
4. **Interpersonal Communication Skills:** Effective interpersonal communication wherein the superior/boss/leader can have a shared understanding of the objectives/other issues with the functionaries. Interpersonal communication also helps in addressing and resolving conflicts constructively. A shared understanding through interpersonal relations helps in receiving and providing feedback on policies/plans/ directions.
5. **Verbal Communication:** Clear and simple language spoken clearly with the right pronunciation by a confident communicator is an essential communication skill. Suitable tone and pitch of the voice help in conveying emotions and intentions effectively. A two-way verbal communication leads to a shared understanding of the goals and objectives of the organisation.
6. **Non-Verbal Communication:** Gestures, posture, facial expression and movements of the hands and body are part of non-verbal communication that convey appropriate/necessary messages to the audience. Maintaining eye contact with the subordinates also shows the self-confidence of the communicator. A successful official can use non-verbal communication effectively and motivate/inspire his target group/subordinates.
7. **Information & Communication Technology:** A communicator must be aware of and use information and communication technologies in communicating with his audience. His use of audio-visual tools like charts, slides and graphics to provide information makes communication appealing and eye-catching.
8. **Adaptability:** A communicator must have the skills to adapt his communication style/skills as per the changing environmental situation and audience/target group. In the global village, the communicator must be respectful of the diversity within the organisation.
9. **Timely Response:** Responding to a communication by the higher-ups/management on time with all the required details is a skill that makes the whole process of communication more effective.

VIII Barriers to Effective Communication

Communication travels through different channels within the formal organisation from the top to bottom or bottom to top, laterally as well as diagonally. There is a possibility of distortion in communication as people at

different levels of hierarchy may have different perceptions. Following are some barriers to effective communication:

1. Language Barriers: Language used may be too complex and technical for functionaries at all levels to understand.
2. Information Overload: A human mind cannot register all the incoming information and tends to filter out some information which he may consider to be unnecessary and irrelevant. At times some essential information may be left out while communication travels through different levels.
3. Lack of Interest of the Receiver: If a receiver has no interest in the message he receives, then it is very difficult to get the message across to him.
4. Credibility of the Sender: A person tends to evaluate the credibility of the sender. If, in the opinion of the receiver, the sender doesn't have much credibility, then the receiver may reject that message/information/ communication.
5. Delayed Communication: If communication doesn't reach the receiver on time, then it may not be of any relevance to him or may even harm the interests of the organisation.
6. Size and Distance: If the number of personnel in an organisation is large and it is spread over a large geographical area, then sending timely information to all becomes difficult if done so manually.
7. Different Perceptions: Different perceptions of the people due to their educational qualifications, socio-economic backgrounds, and levels within the organisation are very difficult to overcome.
8. Medium: Selection of a wrong and unsuitable medium is a barrier to effective communication.
9. Cultural Barriers: Organisations have people from different social and cultural backgrounds that may have an impact on the way they receive and interpret information.
10. Interpersonal Relations: If an organisation does not have good interpersonal relations, then the chances of distorted communication are higher.

IX Measures to Improve the Effectiveness of Communication

Barriers to effective communication exist in almost all organisations to some extent. The need is to overcome these barriers to ensure effective communication. Following are some such measures:

1. Clarity of Purpose: The purpose of communication must be comprehensible to both the sender and the receiver.
2. Clear and Simple Language: The language of the communication must be understandable and uncomplicated rather than full of technical jargon. Communication needs to be in the language of the target group to enable them to fully comprehend.
3. Timely: Communication can be made effective if all are concerned to adhere to the given timelines.
4. Length of the Communication: The communication should neither be too much nor too less. It should be adequate to retain the attention of the employee/functionary. If the amount of information given is more than it can be given, concise titles and subtitles, along with a summary at the end of the communication. There is a need to avoid repetition in communication.
5. Appropriate Medium: Communication can be made effective by selecting the most appropriate medium to deliver it.
6. Feedback: Feedback received by the functionary about the communication should be utilised for future communication.
7. Channels of Communication: Communication should be sent through well-thought-out channels so that it reaches the right person at the right time.

X Conclusions

Communication is thus a process which enables a person to send a message to another person. It is also a process through which officials send and receive messages through the scalar chain of command in the organisations. Communication has to be timely to be effective, so the right mode of communication needs to be selected.

There is a range of communication skills that are essential for effectively running organisations. Written and verbal communication skills help convey messages/information/orders clearly, resolving conflicts to achieve the desired goals. Employees can be trained in improving communication skills.

XI Activities to understand Communication & Communication Skills

(The teacher can do some or all these activities/any other activities, in the class to provide the required skill set to the students)

1. **Breaking the Ice:** In the first round, ask the students to form groups of two students and ask them to discuss about themselves for one minute each. In the second round, ask students to form groups of four students and ask them to talk to each other, taking one minute each.

At the end, have a healthy discussion on the issues/matters discussed by them. This activity will lead to better interpersonal relations.

2. **Good Orator:** Discuss the communication skills of a successful political leader/civil servant. The students can themselves select such a leader/civil servant/employee and discuss their various communication skills.

   OR/AND

   Discuss how a person who is not a good communicator can improve his communication skills

3. **Communication Skills:** Write out all the communication skills you have. Demonstrate and discuss in class.

4. **Written Communication Skills:** Write an official order to your subordinate and ask him/her to complete a project. Discuss in class.

5. **Informal Communication:** Discuss any informal communication you came across recently. Discuss - Did you believe it? Did you come to know the source of communication and the speed at which it was spread and any other issue that comes to your mind?

6. **Verbal Communication and Listening Skills:** This exercise demonstrates the process of verbal communication and its distortion in a typical organisation. Make a group of 5 students who have to communicate the given verbal information one by one (First student will give the information to the second one, and the second one will give to the third one, and so on. Other students will stay outside the classroom till their turn comes). The activity proceeds in the following manner:

   a. Ask the group to make a group leader and give a sequence of who will come first, and second and so on.

   b. Send all the students except the one who has to come first out of the class. Give him/her a written communication of 3-4 long sentences like the given example. (Written/Typed on A4 sheet in large bold font)

   c. Ask the first student to read out the sentences loudly in front of the whole class and memorise and go out and convey to the second student.

   d. The second student will come and give the information to the class and also convey it to the third student outside and so on.

   e. In the end, when all the students have communicated the information to the class, let them discuss amongst themselves and give the final version.

   f. Ask one of the students in the class to keep the written information and check the deviation from the original sentences.

This exercise will give the students an idea of how communication is distorted when it goes from one level to the other. The teacher will then debrief the students, and they will discuss the entire activity. (If distortion the reasons there of, if no why not; if no distortion, then skills involved to convey the undistorted message)

Example (Written communication to be given to the first member of the group) Ask the peon wearing the blue uniform to go to the red room and inform the officials wearing white shirts to go to the third floor of the black building and bring gray files and give them to the official sitting on the ground floor in the pink room on the orange sofa and green table. Please change the sentences so that the students don't cram beforehand.)

XII Important Terms/Information

1. **Sender:** The Sender is the person who has to send an important message to the receiver. He has certain ideas, feelings, emotions and information that he intends to share with one or more persons.
2. **Encoding:** The sender encodes the message and formalises it by including the right words/figures/images. He then sends this encoded message to the receiver.
3. **Medium:** An appropriate medium is selected by the sender to send the encoded message to the receiver at the right time.
4. **Receiver:** The medium delivers the message to the receiver. The receiver receives the encoded message with certain expectations, values and fears.
5. **Written Communication:** Written Communication includes policies, plans, decisions, rules and regulations, orders and instructions that are in written or electronic form. Benefits of written communication.
6. **Verbal or Oral Communication:** Verbal/Oral Communication is the face-to-face exchange in a meeting, video-conferencing or telephone.
7. **Non-Verbal Communication:** Non-verbal communication includes gestures involving hands, eyes, speed of speaking, and pitch of the voice as well as posture. The subordinates need to understand the written, oral as well as accompanying gestures to understand what the superior is trying to convey.
8. **Audio-Visual Communication:** Audio, visual and/or audio-visual communication, popularly known as A/V methods, has become an important mode of communication in the present era of ICTs.
9. **Grapevine/Informal Communication:** Informal communication is an intrinsic part of the informal relations between the functionaries of the formal organisation. It is also called 'grapevine'.

XIII Short and Long Questions

Short Answer Type Questions

1. Write one definition of Communication.
2. Write a note on the importance of Communication.
3. Write one note on the barriers of Communication.
4. Write three measures to improve Communication.
5. Give three means of non-verbal Communication.
6. Write a note on any three Communication Skills.
7. What do you understand Formal/Informal Communication.
8. Explain Grapewine.

Long Question

1. Define Communication. Give its Importance and Process.
2. Define Communication. Give Communication Skills and barriers to effective Communication.
3. Define Communication. Give its process. Discuss the hindrances to effective Communication.

XIV MCQs for Competitive Examinations: https://forms.gle/RvPdwyYE63cqkSem7

XV Additional Resources/Suggested Readings

1. **NCERT:** https://ncert.nic.in/vocational/pdf/kees101.pdf
2. Avasthi, Amreshwar and Shriram Maheshwari. Public Administration. Agra: Lakshmi Narian Agarwal, 2016-2017.
3. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributors, 2016.
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8. Relevant reading material from e-gyankosh - http://egyankosh.ac.in/
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Unit – I

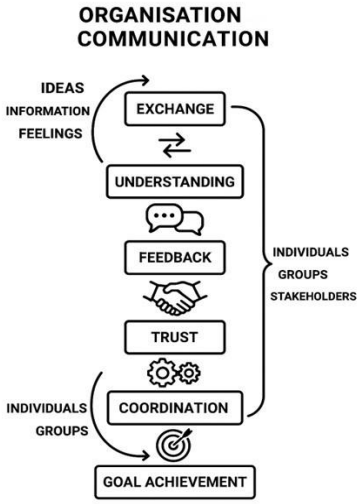
Chapter- 3: Essentials of Good Organisation Communication

Objectives: The Objectives of this chapter are to make the students aware of:

1. Introduction
2. Definitions
3. Objectives of Organisation Communication
4. Essentials of good Organisation Communication
5. Barriers to Effective Organisation Communication
6. Measure to Improve the Effectiveness of Organisational Communication
7. Conclusion
8. Activities to understand Communication & Communication Skills
9. Important Terms/Information
10. Short and Long Questions
11. MCQs for Competitive Examinations
12. Additional Resources/Suggested Readings

I Introduction

Communication is the lifeblood of an organisation. It is the process of exchanging information, ideas, and feelings between individuals or groups to achieve common goals. Without effective communication, organisational activities cannot be coordinated, decisions cannot be implemented, and employees cannot work in harmony. Organisation communication is not merely the transmission of messages—it is a dynamic process that ensures understanding, feedback, and mutual trust among stakeholders.



II Definitions

The term 'Communication' is defined as the use of words, letters and symbols or some other means to have 'common' information about any object under consideration within and outside the organisation. Organisational Communication is defined in the following manner:

— **Keith Davis:** Organisational communication is the process of passing information and understanding from one person to another. It is the means by which behaviour is modified, change is achieved, and goals are attained.

— **Herbert Simon:** Communication is the process through which decisions are transmitted from one person to another in an organisation.

— **William Scott:** Communication in an organisation signifies the process of transmitting information, ideas, and attitudes from one person to another for the purpose of achieving organisational objectives.

An analysis of the definitions of organisational communication reveals it is a means by which people connect with each other in an organisation to achieve a desired common purpose. Communication is fundamental to a shared understanding and effective functioning of the organisation.

III Objectives of Organisation Communication

Objectives of Organisational Communication are to:

1. <u>Facilitate Information Flow:</u> The most important objective of Communication is to ensure the timely and correct dissemination of information across all levels that helps in decision-making by providing relevant data and updates. It also helps in maintaining transparency in operations and policies.
2. <u>Enhance Coordination:</u> Organisational communication helps in enhancing coordination in the organisation by aligning the efforts of different departments towards achieving organisational objectives. Communication

also helps clarify roles, responsibilities, and interdependencies, reducing duplication and streamlining workflows.

3. Initiate Organisational Change and Innovation: Organisational communication helps in communicating organisational change initiatives to employees at all levels clearly and persuasively. It also helps reduce resistance to change by sharing and explaining the reasons, ideas and processes and addressing concerns.
4. Increases Employee Participation: Timely organisational communication wherein there is a free exchange of ideas helps the employees participate in organisational change, organisational effectiveness and organisational efficiency.
5. Strengthen Relations: Effective organisational communication strengthens relations between the stakeholders, clients and partners. It helps in building the image of an organisation and thereby its reputation.
6. Resolves Conflict/Problem Solving: Organisational communication helps in addressing misunderstandings and grievances constructively. Channels of mediation and negotiation lead to the resolution of interpersonal and departmental issues.
7. Tool for Leadership and Management: Organisational communication acts as a tool for leadership and management to enable delegation and supervision. It also communicates management's vision, strategy and expectations.
8. Tool to Motivate: Organisational communication is a tool that can be effectively used to motivate the employees through clear plans and policies, expectations from the employees and also to take constructive feedback.
9. Ensure Compliance and Accountability: Organisational communication helps disseminate not only plans and policies, but also ethical standards and legal obligations. It also helps in monitoring compliance.

IV Essentials of good Organisation Communication

Communication facilitates planning, decision-making, and other organisational processes. Chester I. Barnard believes that communication is a means by which different people of the organisation are unified as a whole to attain its objectives. The essentials of communication are as follows:

1. Clarity of Purpose: The sender/communicator must be aware of the exact purpose of the message he is sending, i.e. direct, seek information, persuade or inform.
2. Comprehensiveness of Message: The sender needs to ensure that the message he sends is complete in all respects. It should contain all necessary facts and details to provide clarity to the receiver.
3. Accurate and Timely: Organisational communication can make an impact only if it is accurate and timely; otherwise, it may lead to delayed decision-making and affect the functioning of the organisation.

4. Simple Language: Organisational communication must be in simple language which the receiver can understand. The language must be according to the target level/receiver. Unnecessary technical jargon must be avoided.
5. Appropriate Medium and Channel: Selection of the most appropriate medium for sending the message is essential for it to reach on time and to the authorised person.
6. Active Listening: Communication is always a two-way process where the sender and the receiver both need to be active listeners to comprehend the message fully.
7. Feedback: Timely feedback on the message received and the action taken is essential to ensure the effective functioning of the organisation.
8. Confidentiality: In case of sensitive or classified information, confidentiality needs to be maintained by sending it securely to the authorised person through a secure medium.
9. Inclusiveness: Organisational communication needs to follow the principle of inclusiveness as today's organisations have people from diverse backgrounds, nations and cultures.
10. Consistency: Organisational communication must be as per the policies of the organisation.

V Barriers to Effective Organisation Communication

Barriers to effective organisational communication are as follows:

1. Physical Barriers: There may be physical barriers, like distance, noise, and poor technology, making communication difficult. Insufficient office space or scattered office premises are barriers to effective organisational communication.
2. Semantic Barriers: If there is a lack of clarity in the message/order/directions, then the chances of misinterpretation and misunderstanding are higher. The same word may have different meanings for different people due to ambiguity in words and phrases.
3. Psychological Barriers: Organisations have psychological barriers like stress, emotions, personal biases, low morale and lack of trust.
4. Organisational Barriers: Organisational barriers include complex hierarchies, rigid rules and regulations. Inefficient communication channels are also organisational barriers that lead to inefficiency.
5. Technological Barriers: Lack of digital literacy, lack of technological advancements or even overuse of technology is a barrier.
6. Information Overload: The Internet age is also the era of the explosion of information, leading to information overload. It may lead to excessive or irrelevant information, resulting in confusion and poor retention.

7. Cultural Barriers: Organisations have people from diverse groups who have different norms, values and communication styles. These differences can become barriers in organisational communication.
8. Perceptual Barriers: Sometimes, some people in organisations filter information due to preconceived notions or assumptions.
9. Interpersonal Barriers: Interpersonal barriers like personality clashes, interpersonal conflicts, poor listening skills and lack of empathy plague organisations.
10. Status Barriers: People work at different levels in the organisational hierarchy. These levels inhibit open exchange of ideas due to fear of authority or repercussions.

VI Measures to Improve Organisation Communication

1. Develop Clear Communication Channels: First and foremost, the organisation needs to establish formal communication networks like meetings, memos, reports and emails. It also needs to develop informal channels, such as casual talks and chats, and ensure that everyone in the organisation receives reliable information.
2. Encourage Open Communication: A culture of open communication must be established to ensure that the employees feel free to share ideas, feedback and concerns without fear.
3. Use Technology Effectively: Adoption of suitable technology in the organisation, like emails, instant messaging, video-conferencing, and portals, along with proper training for the employees, is necessary.

4. Simplify and Clarify Messages: Using clear, concise and jargon-free language with clear verbal and written instructions will make organisational communication effective.
5. Active-Listening: Managers and senior functionaries must not only give orders but also listen to the employees attentively to understand the issues and problems within the organisation.
6. Regular Meetings: Organisations must conduct team meetings, briefings and feedback sessions to build cooperation and coordination and trust to achieve organisational goals.
7. Feedback Mechanism: Organisations must introduce a viable feedback system and encourage employees to give and receive constructive feedback.
8. Training and Development: Employees need to be trained in verbal, written, digital and interpersonal communication skills training and also focus on cross-cultural communication in diverse workplaces.
9. Promote Transparency: Organisations must share policies, goals and changes openly with the employees to build trust and reduce misinformation.
10. Encourage Teamwork and Collaboration: Using group discussions, team-building activities and brainstorming sessions to strengthen interpersonal communication and relationships.
11. Adapt to Audience: Communication must be tailor-made according to the level of the workers, managers and levels so that communication is understood by all stakeholders.
12. Non-Verbal Communication Awareness: Employees must be made aware of non-verbal signals like body language, tone and gestures, so that the employees can understand them.
13. Cultural Sensitivity: Encouraging inclusivity in multi-cultural organisations and increasing in cultural sensitivity improves organisational communication.
14. Crisis Communication Planning: To ensure that information reaches everyone quickly during critical times, there must be clear procedures for emergency communication.

VII Conclusion

Organisational communication is the backbone of successful management. When communication is clear, complete, accurate, and timely, it fosters understanding, reduces errors, and promotes harmony. Leaders must recognise

that communication is not merely about transmitting words but about creating shared meaning. In a rapidly changing environment, mastering the essentials of communication is crucial for organisational growth and employee satisfaction.

VIII Activities to understand different aspects of Organisational Communication

(The teacher can do some or all these activities/any other activities in the class to make the students understand Organisational Communication)

1. Ask a student to draft a complex communication and then present it in the class, and see how students interpret it.
2. Discuss the way information can reach everyone in the organisation, if the organisation is spread over a few buildings/cities, or continents.
3. Ask groups of 5 students and ask them to discuss an organisational issue. Ask every group to give an oral presentation and answer questions from other groups.
4. Ask students to enumerate barriers to effective communication before and after the topic.
5. Ask students to enumerate measures to improve organisational communication.
6. Ask the students to discuss the barriers they feel and the measures to overcome those barriers.

IX Important Terms/Information

1. **Keith Davis:** Organisational communication is the process of passing information and understanding from one person to another. It is the means by which behaviour is modified, change is achieved, and goals are attained.
2. **Physical Barriers:** There may be physical barriers, like distance, noise, and poor technology, making communication difficult. Insufficient office space or scattered office premises are barriers to effective organisational communication.
3. **Information Overload:** The Internet age is also the era of the explosion of information, leading to information overload. It may lead to excessive or irrelevant information, resulting in confusion and poor retention.

X Short and Long Questions

Short Answer Type Questions

1. Write one definition of Organisational Communication.
2. Write one note on the barriers of Organisational Communication.
3. Write three measures to improve Organisational Communication.
4. Write three essentials of Organisational Communication.

Long Question

1. Define Organisational Communication. Give its Essentials. Discuss the barriers to effective organisational communication.
2. Define Organisational Communication. Discuss the barriers and measures to improve Organisational Communication.

XII MCQs for Competitive Examinations:
https://forms.gle/TYcbS52zTiTToMvg7

XIII Additional Resources/Suggested Readings

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Unit – II

Chapter- 4: Decision Making: Meaning, Types and Factors Affecting Decision-Making

Objectives: The objectives of this chapter are to make the students aware of: 1. Introduction 2. Definitions 3. Types of Decisions. 4. Characteristics of Decision-Making 5. Stages in Decision-Making 6. Process of Decision-Making 7. Decision-Making Skills 8. Hindrances/Factors affecting Decision-Making 9. Measures for Effective Decision-Making 10. Conclusion 11. Activities to understand Decision-Making 12. Important Terms/Information 13. Short and Long Questions 14. MCQs for Competitive Examinations 15. Additional Resources/Suggested Readings	**Examples** • Decision-Making - Controlling Pollution • Controlling Pollution - Problem • Controlling Pollution - Objectives • Controlling Pollution - Analysis of the Problem • Controlling Pollution - Stubble Burning - Determining Possible Alternatives • Controlling Pollution - Stubble Burning - Evaluating Alternatives • Controlling Pollution - Stubble Burning - Selection of the Best Alternative • Controlling Pollution - Stubble Burning - Implementation of the Chosen Alternative

I Introduction

Decision-making is an indispensable part of the management process. It is the process of choosing the best alternative from amongst various available alternatives to solve a managerial problem. The decision-making process is a dynamic and continuous process undertaken at all levels of the organisation. Higher levels take important decisions while middle and lower levels make routine decisions.

Example: Decision-Making - Controlling Pollution

According to the National Academy of Sciences, USA (1966) Pollution means an undesirable change in the physical, chemical and biological characteristics of water, air and soil that may harmfully affect human, animal and plant life, industrial progress, living conditions and cultural assets.

Pollution has become a serious threat to the existence of human beings; hence, controlling pollution has become crucial for governments around the world. The Government of India also makes decisions to control pollution.

In this chapter, we will examine decision-making by the government/civil servants to control pollution.

II Definitions

— **Oxford Advanced Learner's Dictionary:** "Decision making is the process of deciding about something important, especially in a group of people or in an organisation".

— **Koontz and O'Donnell:** "Decision-making is the actual choice from among the alternatives of a course of action".

— **George R. Terry:** "Decision-making is the selection based on some criteria from two or more possible alternatives".

— **Heinz Weihrich and Harold Koontz:** "Decision-making is the selection of a course of action from among alternatives".

Decision-making is thus an important process of selecting the most appropriate alternative from the possible alternatives for resolving an issue confronting them.

III Types of Decisions

Decision-making in the organisation is fundamental to achieving its objectives. Decisions are classified in the following manner:

1. **Simon's Classification of Decisions**

   a) **Programmed Decisions:** Programmed decisions are standing decisions and help in resolving issues that are repetitive and routine in nature. The organisations establish standard procedures to be followed while making decisions. Programmed decisions include policies, practices, standards and adopted procedures.

   Examples

   - The Government of India launched the Universal Immunisation Programme (UIP) in 1985 to protect all children and pregnant mothers from preventable killer diseases. This programme

provides pre-determined/standard procedures and a national immunisation schedule for free vaccination to reduce child and maternal mortality.

- National Education Policy - 2020 is a set of programmed decisions to bring reforms in the education sector.
- Decision to implement the Goods and Services Tax and bring reforms in the tax regime is a programmed decision.

b) **Non-Programmed Decisions:** Non-programmed decisions are not repetitive and routine. Organisations face new problems and cannot rely much on previous decisions and practices to solve these problems. Such problems may require out-of-the-box creative thinking and may occur only a few times in the organisation.

Examples

- During a pandemic, which normally occurs once in a century, non-programmed decisions need to be taken by the governments and international organisations. the COVID-19 pandemic, a highly infectious disease, was raging, and governments even took an unconventional decision of total lockdown/partial lockdown to deal with the situation. Lockdowns were slowly lifted after the Standard Operating Procedures were identified and the vaccination programme was rolled out.
- During COVID-19, initially, all were clueless about the way to deal with it. Police initially made use of the baton to keep people inside their houses. Later, they decided to adopt innovative methods and to make the people aware of the pandemic and the need for lockdown and other Standard Operating Procedures.

2. Chester I Barnard's Classification of Decisions

Chester I Barnard classified decisions as Organisational and Personal.

a) **Organisational Decisions:** Organisational decisions are those that an executive takes to achieve the objectives of the organisation. The objectives relate to the allocation and reallocation of duties and financial resources, and other important issues of the organisation. The executive can delegate the organisational decisions to his subordinates as per organisational policies.

Examples

- A decision made by a Municipal Commissioner (generally a civil servant) to allocate work to different functionaries of the Municipal

Corporation for achieving the goals of Swachh Bharat Abhiyaan or any other government programme.

- A decision by the Deputy Commissioner to implement welfare programmes for the benefit of women and children.

b) **Personal Decisions:** On the other hand, personal decisions are taken by an executive in his personal capacity, i.e. an executive's personal decisions affect his personal life. These decisions have to be taken by him and cannot be delegated to others. Occasionally, personal decisions can affect the functioning of the organisation also.

Examples

- A civil servant deciding to improve his technical/educational qualifications to update his knowledge for effective functioning.
- A civil servant's decision to go by his personal vehicle and not take an official one.

3. Strategic & Tactical Decisions

a) **Strategic Decisions:** Strategic decisions taken at the higher levels in the organisation relate to the achievement of long-term goals. These decisions have a major impact on the functioning of the organisation.

Examples

- The Make-in-India programme of the Government of India is a long-term strategy to develop and enlarge manufacturing capabilities within the country.
- Similarly, during COVID-19 pandemic, the government started the process of making the country self-reliant in handling such medical emergencies.

b) **Tactical Decisions:** Tactical Decisions taken at the middle management levels in the organisation relate to the short-term goals. They help in achieving the goals and objectives determined by the strategic decisions.

Examples

- During COVID-19, the government made use of both the public and private sector capacities to manufacture medical kits, protective gear and vaccines not only for use within the country but also for exporting to other countries in the world. The country had become a pharmaceutical hub for the entire world during this time.
- Health Department's decision to set up a medical camp to make people aware of and test the eyes of people at the block/district level.

4. Policy & Operational Decisions

a) **Policy Decisions:** Policy Decisions are major decisions taken at the highest level. They form the backdrop of many other decisions made later to achieve the goals set by the organisations.

Examples

- The Government of India formulated the National Education Policy (NEP) – 2020 to bring reforms at all levels of education to address developmental imperatives of our country.
- The Government of India has formulated Health Policies over the years - National Health Policy - 1983, National Health Policy - 2002 & National Health Policy - 2017 to bolster the health sector.

b) **Operational Decisions:** Operational Decisions are day-to-day decisions taken by different functionaries in the organisation. These decisions are also as per the overall objectives.

Examples

- To bring long-term reforms in the education system through NEP-2020, several operational decisions like providing infrastructure, empowering teachers and the use of bilingual approach in the teaching-learning process have also been taken.
- The Ayushman Bharat Abhiyan scheme was started in 2018 to provide healthcare facilities to the vulnerable groups.

5. Individual and Group Decisions

a) **Individual Decisions:** Decisions taken by individuals in an organisation are individual decisions, and decisions taken by a group/committee in an organisation are group decisions. Individual decisions are generally taken by senior-level functionaries and point towards a centralised organisation having an autocratic style of functioning. In such decisions, the subordinates are not consulted, and the entire responsibility lies with the individual/functionary who takes the decision. We also have examples of individual decisions being taken by senior functionaries for resolving people's/society's issues.

Examples

- In small business organisations the owner takes all the decisions and hence the success or failure of his organisation depends on his individual decisions.
- An IAS officer, Mr Umakant Umrao, helped the MP farmers battle drought with the help of the Dewas Model for water

harvesting - digging ponds in a portion of the field and using it for irrigation as well as groundwater recharge. His initiative led to resolving the water crisis of the region.

b) **Group Decisions:** Group Decisions are collective decisions that are taken by consulting other members/subordinates who are members of a committee constituted at departmental/organizational level. These decisions enable proper discussion on the issues and hence are broad-based decisions leading to collective responsibility.

Examples

- In a large firm or public sector enterprise important decisions are taken by the Governing Body/Board of Directors headed by a chairman.
- Digital India Programme, Swachh Bharat Abhiyan

IV Characteristics of Decision Making

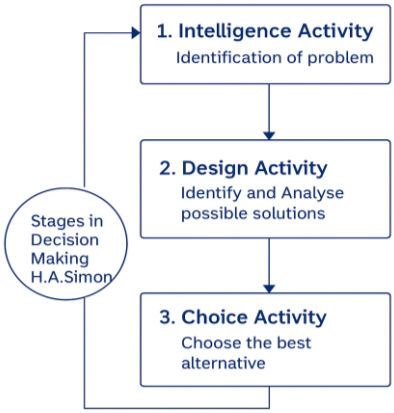
Decision-making is an essential process in organisations. Following are the characteristics of decision-making:

1. **Goal-oriented Process:** Decision-making is a goal-oriented process that helps in achieving the pre-determined objectives of the departments/organisations.
2. **Problem Solving Process:** Decision-making is a process which helps in identifying and resolving the problems faced by the organisation.
3. **Decisions depend on Policy:** Every decision taken by the organisation is dependent on the larger policy in that field. For instance, decisions related to the immunisation of children are dependent on both child welfare policy and immunisation policy.
4. **Dynamic Process:** The decision-making process is dynamic in nature and varies from situation to situation and time to time.
5. **Continuous Process:** Decision-making is a continuous and ongoing process that may see changes over a period of time. Decisions taken earlier must be evaluated and re-evaluated to bring the required changes.
6. **Intellectual and Rational Process:** It includes a rational process that is a result of deliberations, reasoning, periodic evaluation and monitoring.
7. **Dependent on Environmental Factors:** Environmental factors are taken into consideration while taking decisions. Governmental decisions are taken by keeping the economic, geographical and social factors within which they operate.

8. **Selection of one Alternative:** Decision-making is first the identification of the possible alternatives and then selection of the best alternative as per the requirements of the organization.
9. **Time Dimension:** Decision-making has to be timely to be effective. The organization may face financial loss due to a delayed decision.
10. **Uncertainty and Risk Management:** Calculating the risks involved in selecting an alternative, especially the financial risk, is an important feature of the decision-making process.

V Stages in Decision Making

Herbert A Simon, a social scientist, has studied decision-making in detail. He describes the process of decision-making in three stages, namely: The Intelligence Activity; The Design Activity; and The Choice Activity. These activities are as follows:



H.A. Simon's Decision Making Model

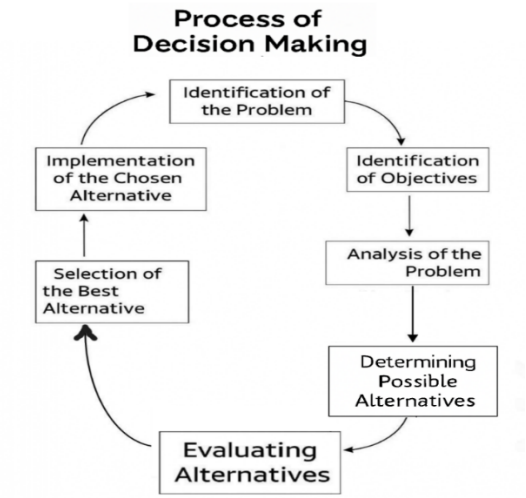
1. **The Intelligence Activity:** The Intelligence Activity relates to the identification of problems/incidents to make a decision. At this stage, the decision-maker identifies a problem or an opportunity to make a decision. In order to do so, he collects information/data, gains insight and determines the significance and implications of making a decision.
2. **The Design Activity:** The Design Activity encompasses the process of designing solutions to solve the problem. This activity helps in determining and analysing different available alternatives to identify a possible course of action. Quantitative and qualitative methods are used to arrive at and evaluate the possible solutions.
3. **The Choice Activity:** After the design activity, wherein different alternatives are determined, the Choice Activity involves selecting the

most suitable alternative from the available alternatives based on organisational objectives.

Decision-making is thus selecting the most suitable alternative, by the management, and putting it in action or implementing it. implementation of the decision, too, may involve taking another set of decisions due to the problems faced while executing the decisions. s

VI Process of Decision Making:

The process of decision-making is as follows:



1. **Identification of the problem/s:** An organisation may face a problem or there is a need to make a rational decision. First step is to identify the problem. Identification of the problem confronting the organisation to take a decision is very important. Sometimes, instead of the problem, symptoms are identified as problems. The problem instead of being solved is aggravated.

> **Example: Controlling Pollution - Problem**
>
> India, a developing country, has to increase its industrial and agricultural activities to develop different sectors of the economy. While setting up industries or increasing agricultural activities it was observed that pollution was increasing. Air, water, land, radiation and noise pollution is becoming a major source of worry.
>
> Pollution was identified as a major problem and controlling it is one of the major tasks of the government wherein numerous decisions are required to be taken periodically.

2. **Identification of Objectives:** After identifying the problem, the need is to identify the objectives to be achieved by resolving the problem. Resolution of the problem must lead to the fulfilment of the objectives.

Example: Controlling Pollution - Objectives

Identification of major objectives to control pollution was undertaken. The objectives include:

- Preserving Environment
- Protecting the health of the citizens
- Managing climate change
- Improving the quality of life of the citizens
- Achieving the benchmarks of Sustainable Development Goals
- Economic benefits

3. **Analysis of the Problem:** After identifying a problem and the objectives to be achieved, the executive undertakes a detailed classification and analysis of the problem in the following steps:

   i. **Classification of the Problem:** Classification of the problem includes clear identification and causes of the problem after separating it from symptoms.
   ii. **Collection of Data:** Collection of data and all possible information related to the problem. This may also help in determining the relationship of the problem and other functions of the organisation.
   iii. **Data Analysis:** Collected data is analysed either manually or electronically and efforts are to isolate and describe the problem.
   iv. **Data Evaluation:** The collected and analysed data is evaluated to develop solutions for the problem.

Example: Controlling Pollution - Analysis of the Problem

Classification of the Problem: Different types of pollution like air, water, soil, radiation and noise were classified and causes identified. For example, automobiles, industries and agriculture have been identified as major sources of pollution. Air - (transportation, agriculture, industry) Water - (fertilisers, industry, human waste, human consumption) Soil and Land - (fertilisers, human waste, disposal of non-biodegradable material)

Collection of Data: Data collection regarding all the different types of pollution. For example, How many rivers are polluted, identifying polluting industries and their numbers, collecting data regarding stubble burning, etc., to find solutions to control pollution. Data related to pollution is available in research papers, government websites and other such platforms. Example - Stubble burning https://www.mdpi.com/2571-6255/6/2/79 https://pib.gov.in/PressReleaseIframePage.aspx?PRID=2035034.

Data Analysis: Data is analysed scientifically, manually and electronically by researchers and other relevant institutions to understand and consider different aspects of the problem.

Data Evaluation: Data is evaluated to find possible alternatives to control pollution.

Data Analysis and Data Evaluation also help in determining the effects of pollution, like climate change, destruction of biodiversity, understanding interrelated causes, and determining different alternatives to control pollution.

4. **Determining Possible Alternatives:** The decision-maker makes efforts to determine diverse alternative solutions to resolve the problem/s. Many alternatives are identified and their benefits that may or may not accrue to the organisation are listed. At this stage sometimes the executives accept the first available solution in their hurry to make a decision.

Example: Controlling Pollution - Stubble Burning - Determining Possible Alternatives

Possible alternatives to reduce air, water and land pollution can include ban on stubble farming, reducing the number of vehicles, use of electric vehicles, earmarking vehicle free zones, growing more trees, emphasis on green firecrackers, curb on plastics and treatment of wastewater from industry.

Since it is not possible to discuss the possible alternatives of all kinds of pollution, we will deal with the issue of stubble burning.

Stubble Burning: Possible alternatives to control stubble burning and its effects include straw chopper, baler, reaper binder, mulching, bioenergy conversion, use of rotavator etc.

5. **Evaluating Alternatives:** The decision-maker evaluates each alternative after the identification and listing of all the alternatives. Some alternatives

may benefit the organisation, while others may be discarded as they are unable to achieve the objectives identified by the organisation. The feasibility of all the alternatives is evaluated as per the organisation's requirements. While evaluating the alternatives, the organisation looks into:

(i) Resources required - men, money, material and other resources;
(ii) Development of other alternatives -sometimes two or more alternatives emerge to resolve the problem;
(iii) Suitability of the decision - while evaluating alternatives, the decision-maker should always align them with the objectives of the organisation;
(iv) Economic and/or social feasibility - some alternatives may seem to be good but may not be economically or socially viable;
(v) Acceptability by the staff/target groups - Alternatives that create discord or are not fully acceptable can be customised as per the requirements of the organisation; and
(vi) Benefits/Risks Involved: Every available alternative benefit, as well as risks involved, need to be listed.

Example: Controlling Pollution - Stubble Burning - Evaluating Alternatives

Every alternative to control pollution needs to be evaluated. Following are some general measures to control pollution:

- Alternative - Use of Electric Vehicles in place of petrol/diesel/solar powered/hydrogen powered. Evaluation - Determining whether we can produce the required number of vehicles, measures to dispose of batteries etc.
- Alternative - Increase in the number of public transport services.

  Evaluation - Determining how and which mode will be economical, have social feasibility and how much finance is required.
- Alternative - Earmarking vehicle freezones.

  Evaluation - Determining the economic and social feasibilities.

We will discuss the example of stubble burning.

In the case of stubble burning the following alternatives can be considered and evaluated:

- Alternative - Straw Chopper, Baler, Reaper Binder, Mulching, Bioenergy Conversion and Use of Rotavator

Evaluation - Need of policies, specific programmes to promote, acceptability by the agriculturists, cost of using this alternative, availability of tools and implements, possible use in the pharmaceutical industry, cost to be borne by the government or the individuals/groups etc.

6. **Selection of the Best Alternative:** Selection of the most suitable alternative is the most important stage in the decision-making process. While selecting the alternative, *Peter Drucker,* a prominent management thinker, believes that the following criteria can be taken into consideration:
   (i) Benefits/Risks: The decision-maker has to weigh the benefits accruing with the risks involved.
   (ii) Economy of Effort: The decision-maker has to ensure that the selected alternative will involve minimum effort and maximum benefits.
   (iii) Time Dimension: Time is an important factor in the decision-making process. If the time dimension is ignored, it can result in a loss to the organisation.
   (iv) Resource Requirement: Adequacy of resources required is evaluated to ensure timely decision-making. The best possible use of human resources has to be looked into.

Example: Controlling Pollution - Stubble Burning - Selection of the Best Alternative

Keeping in mind the evaluated alternatives, choice of the best alternative is the next step specifically related to benefits/risks, availability of tools and techniques, availability of finance, time-factor, resources required etc.

For example where will it be beneficial to install the ethanol based plant on paddy straw feedstocks - decision has to be based on the state where most of the stubble burning is done? Who will do it? How much time will be taken. Different strategies to control pollution through stubble burning can be involved in different places.

7. **Implementation of the Chosen Alternative:** Implementation of the chosen alternative to resolve the problem of the organisation is the final step of the decision-making process. Implementation too requires proper planning, monitoring and periodic evaluation.

Example: Controlling Pollution - Stubble Burning - Implementation of the Chosen Alternative

One of the methods to control pollution due to stubble burning taken by the government was to set up an Ethanol plant based on paddy straw feedstock by Indian Oil Corporation Limited (IOCL) in Panipat (Haryana). Haryana was chosen as stubble burning happens mostly in the states of Haryana and Punjab.

According to a press release by Press Information Bureau, the Ministry of Environment, Forest and Climate Change on Air Pollution caused by Stubble Burning on July 22, 2024, with persistent efforts there has been an overall reduction of 27% in Punjab and 37% in Haryana during 2023.

Source: https://pib.gov.in/PressReleaseIframePage.aspx?PRID=2035034

VII Decision-Making Skills

Decision-making requires the following skills:

1. **Technical Skills:** An employee/official/civil servant who has to make decisions related to a specific field/sector/industry needs to have the required technical skills. He must be able to use the latest tools/techniques for making a timely decision.

   Examples:

   - An employee/official who is responsible for making decisions related to fish cultivation or sericulture must be trained in the respective fields of knowledge.
   - Law enforcement agencies and their officials must have the knowledge of the laws of the land.
   - Mr Jitendra Kumar Soni, an IAS officer (Rajasthan Cadre) is known to use technology for good governance. One such initiative taken by him was to incorporate technology-enabled programmes in day-to-day administrative functioning. He is using his technical knowledge and improving governance.

     Source: https://thebetterindia.com/208000/ias-hero-uttar-pradesh-best-of-2019-initiatives-india-scheme-changemaker/

2. **Interpersonal Skills:** Effective decision-making requires the decision-makers to work with others in a manner that the goals of the teams are achieved. The decision-makers must be able to communicate their ideas and information to the team members and other individuals in a friendly and creative environment rather than in a hostile and centralised manner.

Decision-makers need to cultivate effective interpersonal skills to take all along, understand others' perspectives and be empathetic.

Example:

- Ms. Shashanka Ala, Deputy Commissioner (IAS) in the state of Mizoram on her first posting saw widespread malnutrition and decided to address this issue. She and her team of officials designed a unique solution - My school, My Farm, wherein every school and anganwadi was encouraged to grow their own food to battle malnutrition. She implemented this idea with the help of members of the village council, church, local non-profit orgnisations, schools and anganwadis and also agriculture and horticulture departments.

  Source: https://thebetterindia.com/189687/ias-hero-mizoram-malnutrition-agriculture-lawngtlai/

3. **Analytical Skills:** Analytical skills like critical thinking, problem solving and data analysis help in making informed decisions. Critical thinking enables quick evaluation of information by analysing both the pros and cons of the decision. Problem-solving works towards finding solutions to problems, and data analysis helps in interpreting and analysing data for decision-making.

   Example:

   - During the COVID-19 pandemic, the Government of India used data analysis and forecasting models to decide when to impose or relax lockdowns.
   - To fight diseases like polio or tuberculosis, the Health Ministry examines **epidemiological data**. **Statistical analysis** reveals which regions or age groups are most vulnerable. Vaccination drives are intensified in high-risk districts instead of spreading resources thinly across the whole country.

4. **Time-Management Skills:** A decision-maker needs to have effective time-management skills so that he/she can identify and focus on the most important tasks and complete the work as per the deadlines.

   Examples:

   - When a cyclone is approaching, the government has only a few hours to evacuate people. So the government prioritises urgent decisions (evacuation, shelters, food supply) instead of long-term measures and relocates people quickly/timely to save lives.

5. **Innovative and Creative Skills:** Decision-making requires a person to think out of the box. So, he/she must be creative and innovative in the decision-making process.

   Example:

   - IAS Officer Mr. Sushant Gaurav, through his innovative thinking, transformed Jharkhand's Gumla district - a district having indigenous adivasi communities and having naxalite insurgency - by replacing water-guzzling paddy cultivation with sustainable ragi (finger millet) cultivation. His game-changing interventions empowered the tribals to make a self-sustaining business model. It also helped them in managing severe anaemia and malnutrition. This model is known as the Gumla model.

     Source: https://thebetterindia.com/336832/ias-officer-sushant-gaurav-transforms-gumla-district-of-jharkhand-with-ragi-millet/

6. **Research Skills:** Some decisions have to be based on data collected scientifically. Research needs to be done while taking social and economic decisions too.

   Example:

   - Most of the decisions taken by the government/medical officers during Covid-19 were based on medical research undertaken both at the national and international levels. Decisions undertaken during this time were related to Medicine protocols, lockdowns and other standard operating procedures.

7. **Emotional Intelligence:** Being empathic and thinking from the people's point of view, and making decisions that benefit people.

   Example:

   - An IAS officer Mr. Armstrong Pame, seeing the hardships faced by the people in Touesm (a remote area in Manipur) built a 100 km road through crowdfunding and transformed the lives of the citizens living in that area.

8. **Ethical Judgment Skills:** Decisions have to be ethical and not unethical, even in dire circumstances.

   Example:

   - Durga Shakti Nagpal, an IAS officer, is known for her resolute stance against corruption.

     Source: https://www.daijiworld.com/news/newsDisplay?newsID=1163658

VII Hindrances/Factors Affecting Effective Decision Making

Following are the hindrances/factors affecting effective decision making:

1. **Lack of Reliable Information:** Lack of the availability of reliable information or incomplete or partial information is the biggest impediment of the decision-making process. It can lead to failure of strategically important projects.
2. **Information Overload:** In today's world of Information Technology, too much information on any issue can also delay effective decision-making as the decision-maker may not be able to assess and process all the data/information available to him.
3. **Personal Bias:** Personal bias of the decision-makers, can lead to irrational decision-making. The personal bias relates to people or issues but they can lead the decision-maker astray.
4. **Ineffective Time Management:** Sometimes crucial decisions are delayed due to irrelevant or routine matters affecting the organisation. Such matters also take away a lot of time and energy of the decision-maker and also result in wastage of financial resources.
5. **Lack of Adequate Resources:** Inadequacy of the right amount of resources, qualified personnel as well as finances may not allow the decision-maker to choose the best alternative, he may go for the second or third best alternative which may or may not maximise results.
6. **Vague Objectives:** Any vagueness at the identification of the objectives of the organisation may lead to vague or non-identifiable objectives and result in a loss to the organisation.
7. **Risk-Taking Ability:** If the financial position of the organisation is not good then the decision-maker will not be able to take an ambitious decision that can result in positive change in organisations.
8. **Ineffective Communication:** Ineffective or untimely communication of the objectives to be achieved, problems to be resolved and solution leads to hindrances in the decision-making process.
9. **Lack of Participation:** Lack of participation of the employees at any stage of the decision-making process is the biggest hindrance in effective decision making.
10. **Unanticipated Circumstances:** Unanticipated problems at any stage of the decision-making process can be a big hindrance. For example in the current year *i.e.* 2020 no industry or organisation could anticipate the

circumstances that have occurred due to COVID-19. Best decisions can go wrong in such circumstances.

11. **Conflict:** Conflict in organisations between the employees and employers, inter-personal conflict between functionaries hinder effective decision-making, as more time and resources are likely to be spent on managing conflict rather than taking decisions.
12. **Leadership:** Effective decision-making is not possible if the leader of the organization lacks effective leadership qualities, namely lacks vision, does not take everyone along and does not understand the intricacies of the issue at hand.

VIII Measures for Effective Decision-Making

Following are some measures through which effective decisions can be made:

1. The goals of the organisation must be clearly defined and understood by all.
2. Collection of data/information for decision-making must be from reliable sources and timely.
3. All the necessary organisational support must be made available to the decision-maker/committee.
4. Adequate financial resources must be made available to make decisions.
5. There must be a free flow of communication between the members of the organisation/groups to discuss and take decisions even on contentious issues.
6. Providing effective leadership and accountability during the decision-making process.
7. Use of latest decision-making tools and techniques like Cost Benefit Analysis, Programme Evaluation and Review Technique (PERT)/Critical Path Method (CPM), SWOT analysis and feasibility studies.
8. Members with necessary skills must be involved in the decision-making process.
9. All major functionaries involved in the planning and implementation of the decision must be involved in the decision-making process.
10. Organisational conflict must be minimised to the extent possible.

IX Conclusion

Decision-making is the essence of effective management and leadership. It involves selecting the best course of action from among the available alternatives to achieve desired goals. Every decision shapes the direction,

efficiency, and success of an organisation. Sound decision-making demands a balance of logic, experience, intuition, and ethical judgment.

Several factors, including available information, time constraints, organisational culture, personal values, and external conditions, influence the quality of decisions. A systematic and rational approach, supported by analysis and feedback, helps minimise errors and uncertainty. Decision-making is a continuous process having a cost and time dimension. There are a number of hindrances to the effective decision-making process.

X Activities to understand Decision-Making

(The teacher can do some or all these activities/any other activities, in the class to provide the required skill set to the students)

1. Community-Oriented Decision-Making: Study and discuss any community-oriented decision/decisions made by civil servants.
   - Form groups of 5-6 students and ask them to study a decision taken by a civil servant.
   - Different groups can be asked/given different decisions on topics like resolving the water crisis in an area, health issues or any other.
   - This activity can be done by taking one example and discussing within groups first, and then discussing and deliberating in the entire class or asking students to take different examples group-wise and then presenting to the class.
2. **Case-Study:** Give a case-study to different groups and ask the students to make appropriate decisions, followed by presentations and discussion in the class.
3. **Reassessing Decisions:** The activity proceeds in the following manner (Time - 40-50 Minutes of which 25-30 minutes are for discussions):
   - The teacher asks the students to write a decision which they had taken in the last week.
   - Ask them to reassess the decision and give reasons why they had taken that decision.
   - Ask them to reassess the decision, and will they take the same decision again?
   - Reasons thereof.
   - What did they learn from the whole activity?

     (The student will not be asked to show their decisions to others. If someone wants to discuss, then it can be done.)

4. **Interpersonal Relations:** Ask the students to write down the answers to the following questions (Time - 40-50 Minutes, of which 25-30 minutes for discussions):
   - Did they have a conflict/fight with anyone in the recent past?
   - Reasons why the fight take place?
   - Think from the other person's point of view and give reasons why you and she/he behaved in this manner?
   - Assess your conflict/fight.
   - How will you resolve the conflict/fight now?
   - What did you learn from the whole activity?

     (The student will not be asked to show their decisions to others. If someone wants to discuss, then it can be done.)
5. **Time-Management:** Ask the students to draw 24 squares (24 hours) on a plain sheet of paper and do the following (40-50 minutes - 15-20 for doing the activity and rest for discussions):
   - Write down what they did yesterday or a day before yesterday since they got up in the morning (hour-wise/half an hour-wise).
   - Activities like - Took bath, had breakfast, came to college, went to a party, slept etc.
   - Ask them to put a cross mark when the hour is complete - Suppose a student sleeps for 5 hours, then she/he should cross 5 squares. Like this, cross as many squares as the student can and write what they did.
   - In the end, count all productive activities and all unproductive activities.
   - See if you can save time from an unproductive activity for a productive one. Have a small discussion in the end.

6. Any other activity/game through which a teacher can make the concepts clear.

XI Important Terms/Information

1. **Koontz and O'Donnell:** "Decision-making is the actual choice from among the alternatives of a course of action".
2. **Programmed Decisions:** Programmed decisions are standing decisions and help in resolving issues that are repetitive and routine in nature. The organisations establish standard procedures to be followed while making decisions. Programmed decisions include policies, practices, standards and adopted procedures.
3. **Non-Programmed Decisions:** Non-programmed decisions are not repetitive and routine. Organisations face new problems and cannot rely much on previous decisions and practices to solve these problems. Such problems may require out-of-the-box creative thinking and may occur only a few times in the organisation.
4. **Organisational Decisions:** Organisational decisions are those that an executive takes to achieve the objectives of the organisation. The objectives relate to the allocation and reallocation of duties and financial resources, and other important issues of the organisation. The executive can delegate the organisational decisions to his subordinates as per organisational policies.
5. **Personal Decisions:** On the other hand, personal decisions are taken by an executive in his personal capacity, i.e. an executive's personal decisions affect his personal life. These decisions have to be taken by him and cannot be delegated to others. Occasionally, personal decisions can affect the functioning of the organisation also.
6. **Strategic Decisions:** Strategic decisions taken at the higher levels in the organisation relate to the achievement of long-term goals. These decisions have a major impact on the functioning of the organisation.
7. **Tactical Decisions:** Tactical Decisions taken at the middle management levels in the organisation relate to the short-term goals. They help in achieving the goals and objectives determined by the strategic decisions.
8. **Policy Decisions:** Policy Decisions are major decisions taken at the highest level. They form the backdrop of many other decisions made later to achieve the goals set by the organisations.
9. **Operational Decisions:** Operational Decisions are day-to-day decisions taken by different functionaries in the organisation. These decisions are also as per the overall objectives.
10. **The Intelligence Activity:** The Intelligence Activity relates to the identification of problems/incidents to make a decision. At this stage, the decision-maker identifies a problem or an opportunity to make a

decision. In order to do so, he collects information/data, gains insight and determines the significance and implications of making a decision.

11. **The Design Activity:** The Design Activity encompasses the process of designing solutions to solve the problem. This activity helps in determining and analysing different available alternatives to identify a possible course of action. Quantitative and qualitative methods are used to arrive at and evaluate the possible solutions.
12. **The Choice Activity:** After the design activity, wherein different alternatives are determined, the Choice Activity involves selecting the most suitable alternative from the available alternatives based on organisational objectives.
13. **Technical Skills:** An employee/official/civil servant who has to make decisions related to a specific field/sector/industry needs to have the required technical skills. He must be able to use the latest tools/techniques for making a timely decision.
14. **Emotional Intelligence:** Being empathic and thinking from the people's point of view, and making decisions that benefit people.

XII Short and Long Questions

Short Answer Type Questions

1. Define Decision-Making.
2. Write a note on any two types of Decisions.
3. Discuss H.A. Simon's process of Decision-Making.
4. Give three characteristics of Decision-Making.
5. Give three hindrances to effective Decision-Making.
6. Write three Decision-Making Skills.

Long Question

1. Define Decision-Making. Discuss the process of Decision-Making.
2. Define Decision-Making and discuss Decision-Making Skills.

XIII MCQs for Competitive Examinations:

https://forms.gle/Te4NkHeb8TJF79tZ6

XIV Additional Resources/Suggested Readings

1. Avasthi, Amreshwar and Shriram Maheshwari. Public Administration. Agra: Lakshmi Narian Agarwal, 2016-2017.
2. Avasthi, Amreshwar and Anand Prakash Avasthi. Public Administration in India. Agra: Lakshmi Narian Agarwal, 2001.
3. Basu, Rumki. Public Administration Concepts and Theories. New Delhi: Sterling Publishers Private Limited, 1998.
4. Bhagwan, Vishnoo and Vidya Bhushan. Public Administration. New Delhi: S. Chand, 2005.
5. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributors, 2016.
6. Fadia, B.L. and Kuldeep Fadia. Public Administration - Administrative Theories. Thirteenth Revised Edition. Agra: Sahitya Bhawan, 2017.
7. Naidu, S. P. Public Administration. New Delhi: New Age International, 2006.
8. Sharma, M. P., B. L. Sadana and Harpreet Kaur. Public Administration in Theory and Practice. Allahabad: Kitab Mahal, 2015.
9. Sharma, Vibha. Fundamentals of Public Administration for Semester – I, Jalandhar: New Academic Publishing Co, 2024
10. Relevant reading material from e gyankosh - http://egyankosh.ac.in/
11. Relevant reading material from e PG Pathshala - https://epgp.inflibnet.ac.in/

Unit – II

Chapter- 5 - Leadership: Meaning and Styles

Objectives: The objectives of this chapter are to make the students aware of:

1. Introduction
2. Definitions
3. Features of Leadership
4. Types of Leaders
5. Leadership Styles
6. Conclusions
7. Activities to understand Leadership
8. Important Terms/Information
9. Short and Long Questions
10. MCQs for Competitive Examinations
11. Additional Resources/Suggested Readings

I Introduction

People at different levels within the organisation require guidance and direction to support their efforts in achieving the organisation's common objectives. Their superiors give them direction and also assume the role of their leaders. Each leader has a distinct style of functioning and leading the teams. Researchers have consistently demonstrated a keen interest in studying leaders and their styles. Leadership is the art of motivating or inspiring a group of people to act towards achieving common goals. Leaders adopt different styles to lead their respective groups of followers. This chapter discusses the features of leadership, including leadership styles, qualities, and functions of a leader.

II Definitions

Leadership is a process through which a person influences others to accomplish an organisation's objectives and provides direction to make the organisation more cohesive and consistent. Following are some definitions of leadership:

- **Robbins:** "Leadership is the ability to influence a group towards the achievement of goals".
- **Harold Koontz and Heinz Weihrich:** "Leadership is the art of or process of influencing people so that they will strive willingly and ardently towards the achievement of group goals".
- **MacIver and Page:** "Leadership is the capacity to persuade or to direct men that comes from personal qualities apart from office".
- **John Maxwell:** "Leadership is influence - nothing more, nothing less".

— **Keith Davis:** "Leadership is the ability to persuade others to seek objectives willingly. It is a human factor that binds a group together and motivates it towards its objectives".

Leadership is the process of influencing the behaviour, action, approach and purpose of a group of people to achieve common organisational objectives.

III Features of Leadership

Features of leadership are as follows:

1. Leadership is the ability of a leader to influence the people in an organisation so that they come forward voluntarily to attain the objectives of the organisation.
2. Leadership is the interpersonal relationship between a leader and his followers. Good relations lead to willing cooperation, and strained relations lead to disruptions in the attainment of goals.
3. Leadership is a continuous process that is never-ending and never complete.
4. Leadership endeavours to bring positive behavioural changes in people.
5. Leadership styles differ from situation to situation. A leader adopts the participatory style at some times and the autocratic style at other times; and
6. Leadership stimulates employees/followers to strive to achieve excellence in organisational matters.

IV Types of Leaders

There are different types of leaders, ranging from a political leader to an administrator. These leaders adopt different styles of leadership while leading their respective organisations. Types of leaders include:

1. Political Leader: A political leader is a politician who fights elections periodically to be a part of the government or make up the government. He is elected for a fixed period and has to get re-elected at the expiry of his term. He is a member of the party whose ideology is similar to his own. Examples: Shri Narendra Damodardas Modi (PM), Mrs Nirmala Sitharaman.
2. Charismatic Leader: A Charismatic leader has certain qualities like a strong presence, an aura, extraordinary knowledge, self-confidence and a strong ability to charm and persuade people by his thoughts and actions. The followers follow a charismatic leader due to his 'charisma'. A politician, a bureaucrat, an administrator, an ideologist or an expert can be charismatic. A charismatic leader retains his leadership only till the time he has charisma. If he loses his charisma, then he ceases

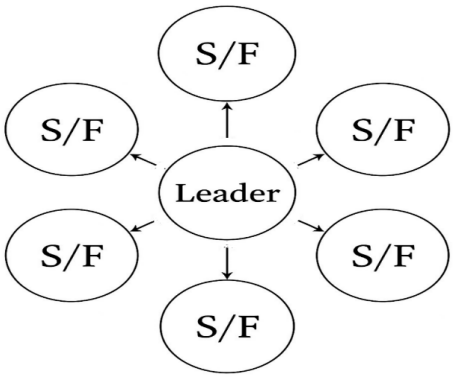
to be a successful leader. Charismatic leaders include PM - Shri Narendra Damodardas Modi, Ex-Prime Minister Smt. Indira Gandhi, Former President of the United States of America - Mr Barack Obama.

3. Symbolic Leader: Symbolic leaders represent an organisation or a country in other places. An ambassador is the symbolic leader of a country in another country. Example: Indian Ambassadors represent India in other countries.
4. Ideologist: An ideologist supports a particular ideology. For these leaders, following the ideals/objectives of that ideology is very important. Example: Mahatma Gandhi was an ideologist.
5. Parent Figure: This type of leader is the parent figure of the organisation in which he works or has founded. He has a paternalistic style of functioning and considers his subordinates as his children. Example: Mahatma Gandhi and Mother Teresa.
6. Administrator: Senior government functionaries are leaders in their respective areas and perform the POSDCORB activities—planning, organising, Staffing, Directing, Coordinating, Reporting, and Budgeting. They occupy senior positions in the organisation/government.

V Leadership Styles

Leaders/civil servants adopt different leadership styles in diverse situations. A leader/civil servant may combine one or two leadership styles. Choosing the right leadership style is the key to the success of a leader/civil servant. Leadership studies conducted by Kurt Lewin and his associates at Iowa University have identified three leadership styles, namely, Autocratic Style, Democratic Style, and Laissez-faire Style of leadership. Brief details of these leadership styles are as follows:

1. **Autocratic Style:** This style of leadership is also known as the authoritative style or directive style of leadership, wherein the leader/civil servant retains most of the authority and control over the group.



S/F – Supporter/Follower

Features: The features of this style of leadership include:

a The entire authority and responsibility lie with the leader. It is a highly centralised system.

b The leader gives orders and expects the subordinates/followers to follow his orders without question. There is close supervision.

c The leader takes all the decisions without consulting his subordinates/followers.

d There is only one-way communication, i.e. top to bottom or downward communication in the organisation.

e There is strict control over the subordinates. They are not allowed to interact freely with each other.

Advantages: Advantages of the Autocratic style of leadership are as follows:

a It enables fast and uniform decision-making in emergencies.

b Due to strict control over the subordinates, quality can be maintained.

c Lesser problems of coordination.

Disadvantages: Disadvantages of the Autocratic Style of leadership are as follows:

a Lack of motivation amongst the employees as they follow the directions of the leader without questions.

b Alienation of the people towards the organisation.

c The functioning of the organisation is rigid.

d It lacks two-way communication in the organisation.

2. **Democratic Style:** The Democratic style of leadership is also known as the participative style of leadership. In this style of leadership, the leader/civil servants consults with his subordinates/followers while making decisions.

Features: Following are the features of the democratic style of leadership:

a The subordinates are involved in the decision-making process.

b There is vertical as well as horizontal communication.

c The subordinates are equal partners in the decision-making process and have a sense of belongingness towards the leader and the organisation.

Advantages: Following are the advantages of the democratic style of leadership:

a Employees/subordinates willingly cooperate with others and their superiors due to the leader's democratic style of functioning.

b Participative decision-making leads to a sense of belongingness towards the leader and the organisation.

c Upward, Downward and Diagonal communication flows through the channels of communication.

d Subordinates/employees/followers take the initiative to perform work creatively and innovatively.

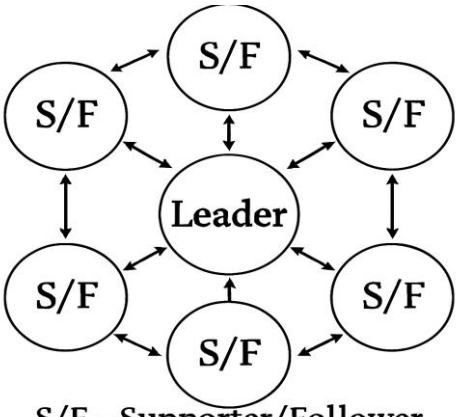
Disadvantages: Following are the disadvantages of the democratic style of leadership:

a There are delays in decision-making due to participative management.

b There is no uniformity in the decision-making process.

c Chances of distortion in communication increase as it travels through several channels.

d The quality of decision-making is not very good.



S/F – Supporter/Follower

3. **Laissez-Faire Style:** The Laissez-Faire style of leadership is also called the Free-Rein Style of leadership, wherein subordinates have complete autonomy to make decisions. The interference of the leader/civil servants is minimal, and the subordinates consult the leader/civil servants whenever required.

Features: Following are the features of the Laissez-Faire Style of Leadership:

a It has decentralisation of authority, enabling the subordinates to take decisions in the area of their authority.

b The leader has full faith in the abilities of the subordinates.

c Followers/subordinates are self-reliant, and close supervision is not required.

d Followers/subordinates communicate with the leader as and when required.

Advantages: Following are the advantages of the Laissez-Faire Style of Leadership:

a Subordinates/followers are not dependent on the leader for decision-making.

b Interpersonal relationship between the followers/subordinates is good.

c Motivation level in the followers/subordinates is high.

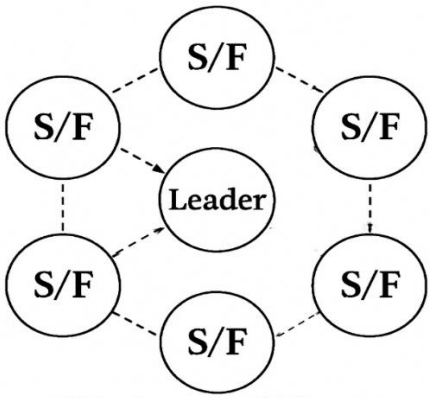
d Subordinates/followers take initiative and are creative in the performance of their work.

Disadvantages: Following are the disadvantages of the Laissez-Faire Style of Leadership:

a Bringing cooperation and coordination among the followers/subordinates in the organisation is difficult.

b Every subordinate/follower should be well qualified and trained.

c The leader becomes inconsequential as his role in the decision-making process reduces.



S/F – Supporter/Follower

4. **Transformational Leadership Style:** Transformational Leadership Style focuses on inspiring and motivating followers/subordinates/civil servants to achieve extraordinary outcomes. The leader's style also transforms and develops his capacity.

Features: Following are the features of this style of leadership:

a. This style of leadership works on the vision of the leader.

b. This style of leadership works on the vision of the leader.

c. It inspires the members of the team to be creative and innovative.

d. Leaders/civil servants/officials encourage their followers to take up challenges and think out of the box.

e. Followers/subordinates have great respect for the leader.

Advantages: Following are the advantages of the Transformational Style of Leadership:

a. Leaders/civil servants/officials and followers/subordinates/officials are committed to the objectives of the organisation.

b. Transformational style helps in the personal development of both the leaders and followers.

c. The leader and the organisation can achieve a higher rate of growth and development.

d. This style encourages creativity and innovation in problem-solving/decision-making.

e. There is a higher level of accountability in an organisation headed by a transformational leader.

Disadvantages: Following are the disadvantages of the Laissez-Faire Style of Leadership:

a. The team starts depending on the Leader's/civil servant's vision and charisma and may stop trying to think out of the box.

b. Not all the followers/subordinates may be receptive to the transformational style, leading to resistance to change and friction within the organisation.

c. All may not be able to work at the pace of the leader, which may lead to stress and burnout of the individual.

d. Focus is often on long-term goals, and in the process, the short-term goals are affected.

e. This style is difficult to adopt in an old-established organisation as it is difficult to take everyone along.

5. **Transactional Leadership Style:** Transactional Leadership uses rewards and punishments to motivate team members and focuses on routine and structured tasks. Following are the features of this style:

Features: Following are the features of the Transactional Style of Leadership:

a. This style is considered more of a short-term mechanism.

b. The leadership delineates the role of different members of the organisation.

c. Leaders encourage their followers to meet the deadlines as per the given schedule.

d. The performance of the followers is monitored with a system of giving rewards and punishment.

Advantages: Following are the advantages of the Transactional Style of Leadership:

a. Every employee is clear about their goals and objectives.

b. There is a provision of incentives under this style.

c. A system of monitoring the performance of the followers/subordinates is there.

Disadvantages: Following are the disadvantages of the Transactional Style of Leadership:

a. Followers/officials may be punished/penalised if they are unable to achieve their goals and objectives.

b. The followers/officials may have lower job satisfaction due to curbing their creativity and innovation.

6. **Situational Style:** Situational Leadership style developed by Paul Hersey and Ken Blanchard emphasises the need for the leaders to adjust their style as per the situation and/or needs of their teams/team members.

Features: The features of the Situational Leadership style are as follows:

a. This style of leadership is flexible and adaptable.

b. Decision-making is by the followers.

c. The leader uses different styles as per the requirement.

d. Focus in this style is on the development of the followers to a higher level of competence.

e. The leader provides specific instructions and closely supervises the tasks of the followers.

Advantages: Following are the advantages of the Situational Style of Leadership:

a. Situational leadership supports the endeavours of the members of the team.

b. It helps in nurturing and developing the skills and confidence of the followers.

c. It helps in inspiring and motivating the followers.

d. It provides a flexible approach to leadership that can be applied in diverse contexts.

e. As the leader adapts to the style of the followers, productivity can increase leading to job satisfaction.

Disadvantages:

a. Situational style requires a highly skilled leader to understand and respond to the situation.

b. This style can also lead to confusion among followers.

c. It is challenging for the leader to accurately assess the competence of the followers.

d. It may be based on short-term goals rather than long-term goals.

7. **Servant Leadership Style:** Robert K Greenleaf stressed the role of a leader as a servant. This style emphasises the well-being and development of team members.

Features: The features of the Servant Leadership Style are as follows:

a. Serves the followers rather than exercising power.

b. Encourage team members to be enterprising and grow professionally.

c. Understands and prioritises employees' wants.

d. Promotes teamwork, collaboration and sense of belongingness.

e. Focuses on long-term objectives and opts for sustainable progress and employee welfare.

f. Has integrity and is morally responsible.

Advantages: Advantages of the Servant Leadership Style are as follows:

a. Followers feel valued and satisfied.
b. Organisation has loyal workers and a positive work culture.
c. Better teamwork leading to reduced conflicts.
d. Higher productivity due to loyal workers, fewer conflicts and positive work culture.
e. Lesser employee turnover due to the leader nurturing and encouraging employees.
f. Due to the leader's nurturing nature, communication is in all directions, and employees share their ideas freely.
g. Organisation has an ethical work culture.

Disadvantages: Disadvantages of the Servant Leadership Style are as follows:

a. The leader may be taken for a ride by some unscrupulous employees.
b. The leader may be confronted with conflicting choices while decision-making, leading to delayed and slow decision-making.

c. Such a style of leadership is not suitable for dealing with emergencies, wherein early and uniform decision-making is required.
d. The leader may lose authority over time and seem weak during tough decision-making.
e. Most of the time, the leader spends on the employees and their concerns, leaving less time to make important decisions.

VI Conclusions

Leadership is the cornerstone of organisational success and human progress. It is much more than holding authority or occupying a position of power—it is the ability to influence, motivate, and guide others toward the achievement of shared goals. Effective leadership requires a combination of vision, integrity, empathy, and adaptability. Different situations and organisations call for different leadership styles—whether democratic, autocratic, laissez-faire, transformational, or transactional—each has its unique relevance and impact.

A good leader understands when to direct, when to collaborate, and when to empower others. In modern organisations, where change is constant and teamwork is essential, leadership has evolved from control and command to inspiration and participation. Thus, true leadership lies in creating an environment where individuals feel valued, motivated, and capable of giving their best.

In essence, leadership is both an art and a skill—an ongoing process of learning, influencing, and transforming people and systems for collective success.

VII Activities to understand Leadership

(The teacher can do some or all these activities/any other activities in the class to provide the required skill set to the students)

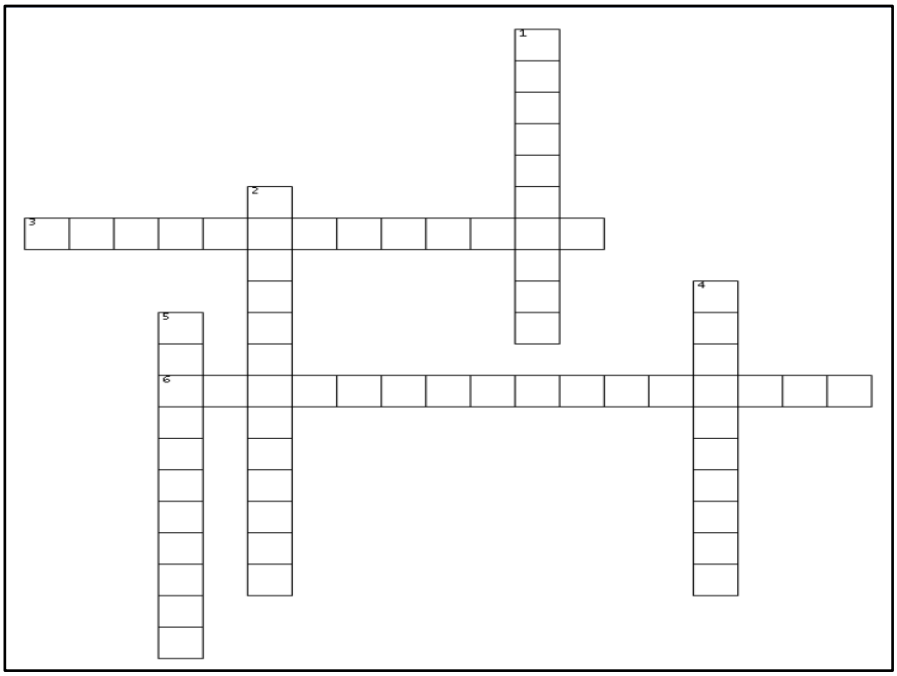
1. **Leadership Styles:**
   a. Use the clues to fill in the words in the crossword.
   b. Words can go across or down.
   c. Letters are shared when the words intersect.

ACROSS

3. Routine
6. Visionary

DOWN

1. Participative
2. Parents
4. Authoritative
5. Situation



Source: https://puzzlemaker.discoveryeducation.com/criss-cross/result

2. **Group Task with Rotating Leaders**

   Setup: Divide participants into groups and assign each group a task (e.g., build a tower with paper, solve a puzzle, or design a poster).

   Twist: Each round, assign a different leadership style to the group leader:

   Round 1 → Autocratic (leader makes all decisions)

   Round 2 → Democratic (leader involves team)

   Round 3 → Laissez-faire (leader steps back)

   Round 4 → Servant leadership (leader supports and facilitates).

   Learning Outcome: Participants experience how different styles affect motivation, efficiency, and group dynamics.

3. **Decision-Making Challenge**

   Setup: Present a quick decision-making situation (e.g., "You are a manager, and half your team is absent, but a project deadline is tomorrow").

   Activity: Ask different students to respond as per different leadership styles.

   Learning Outcome: Shows how leadership style changes the outcome under pressure.

4. **Debate: Which Style is Best?**

   Setup: Divide participants into teams, each representing one style (autocratic, democratic, transformational, servant, laissez-faire).

   Activity: Teams argue why their style is most effective in different contexts.

   Learning Outcome: Critical thinking about pros and cons of each leadership style.

5. **Self-Assess your Leadership Style:** https://www.verywellmind.com/whats-your-leadership-style-3866929#toc-the-leadership-style-quiz

VIII Important Terms/Information

1. **Leadership:** According to Harold Koontz and Heinz Weihrich**,** Leadership is the art of or process of influencing people so that they will strive willingly and ardently towards the achievement of group goals.
2. **Charismatic Leader:** A Charismatic leader has certain qualities like a strong presence, an aura, extraordinary knowledge, self-confidence and a strong ability to charm and persuade people by his thoughts and actions. The followers follow a charismatic leader due to his 'charisma'.
3. **Ideologist:** An ideologist supports a particular ideology. For these leaders, following the ideals/objectives of that ideology is very important. Example: Mahatma Gandhi was an ideologist.
4. **Symbolic Leader:** Symbolic leaders represent an organisation or a country in other places. An ambassador is the symbolic leader of a country in another country. Example: Indian Ambassadors represent India in other countries.
5. **Autocratic Style:** This style of leadership is also known as the authoritative style or directive style of leadership, wherein the leader/civil servant retains most of the authority and control over the group.
6. **Democratic Style:** Democratic style of leadership is also known as the participative style of leadership. In this style of leadership, the leader/civil servants consults with his subordinates/followers while making decisions.
7. **Political Leader:** A political leader is a politician who fights elections periodically to be a part of the government or make up the government. He is elected for a fixed period and has to get re-elected at the expiry of his term. He is a member of the party whose ideology is similar to his own. Examples: Shri Narendra Damodardas Modi (PM), Mrs Nirmala Sitharaman.
8. **Laissez-Faire Style:** The Laissez-Faire style of leadership is also called the Free-Rein Style of leadership, wherein subordinates have complete

autonomy to make decisions. The interference of the leader/civil servants is minimal, and the subordinates consult the leader/civil servants whenever required.

9. **Transformational Leadership Style:** Transformational Leadership Style focuses on inspiring and motivating followers/subordinates/civil servants to achieve extraordinary outcomes. The leader's style also transforms and develops his capacity.
10. **Transactional Leadership Style:** Transactional Leadership uses rewards and punishments to motivate team members and focuses on routine and structured tasks.
11. **Servant Leadership Style:** Robert K Greenleaf stressed the role of a leader as a servant. This style emphasises the well-being and development of team members.

IX Short and Long Questions

Short Answer Type Questions

1. Define Leadership.
2. Write a note on any one style of Leadership.
3. Give any three qualities of a Leader.
4. Give three types of leaders.
5. Write a note on the features of Leadership.
6. Give three advantages of any one type of leadership style.
7. Give three disadvantages of any one type of leadership style.

Long Question

1. Define Leadership. Discuss different Styles of Leadership.

X MCQs for Competitive Examinations - https://forms.gle/YoPfQe6jXB5aUzLS6

XI Additional Resources/Suggested Readings

1. Avasthi, Amreshwar and Shriram Maheshwari. Public Administration. Agra: Lakshmi Narian Agarwal, 2016-2017.
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5. Sharma, M. P., B. L. Sadana and Harpreet Kaur. Public Administration in Theory and Practice. Allahabad: Kitab Mahal, 2015.
6. Sharma, Vibha. Fundamentals of Public Administration for Semester – I, Jalandhar: New Academic Publishing Co, 2024.
7. Sharma, Vibha. Introduction to Public Administration – PU PUB MDC – 1 101. Self-Published October 2025.
8. Relevant reading material from e gyankosh - http://egyankosh.ac.in/
9. Relevant reading material from e PG Pathshala - https://epgp.inflibnet.ac.in/

Unit – II

Chapter 6 – Skills of Leadership: Developing a Mindset for Leading

Objectives: The objectives of this chapter are to make the students aware of:

1. Introduction
2. Definitions
3. Functions of a Leader
4. Qualities of a Good Leader
5. Leadership Skills
6. Developing a Mindset for Leadership/Leading (Skill-Based Approach)
7. Conclusion
8. Activities
9. Important Terms/Information
10. Short and Long Questions
11. MCQs for Competitive Examinations
12. Additional Resources/Suggested Readings

I Introduction

People at different levels within the organisation require guidance and direction to support their efforts in achieving the organisation's common objectives. Their superiors give them direction and also assume the role of their leaders. Each leader has a distinct style of functioning and leading the teams. Researchers have consistently demonstrated a keen interest in studying leaders and their styles. Leadership is the art of motivating or inspiring a group of people to act towards achieving common goals. Leaders adopt different styles to lead their respective groups of followers. This chapter discusses the features of leadership, including leadership styles, qualities, and functions of a leader.

II Definitions

Leadership is a process through which a person influences others to accomplish an organisation's objectives and provides direction to make the organisation more cohesive and consistent. Following are some definitions of leadership:

— **Robbins:** "Leadership is the ability to influence a group towards the achievement of goals".
— **Harold Koontz and Heinz Weihrich:** "Leadership is the art of or process of influencing people so that they will strive willingly and ardently towards the achievement of group goals".
— **John Maxwell:** "Leadership is influence - nothing more, nothing less".

— **Keith Davis:** "Leadership is the ability to persuade others to seek objectives willingly. It is a human factor that binds a group together and motivates it towards its objectives".

Leadership is the process of influencing the behaviour, action, approach and purpose of a group of people to achieve common organisational objectives.

III Functions of a Leader

Functions of a leader are as follows:

1. Determining Objectives: The leader determines the objectives and sets the goals of the organisation.
2. Organising: Leader creates the structure of the organisation and makes it operational.
3. Planning: Leader makes policies, as well as long and short-term plans, to attain the goals of the organisation.
4. Staffing: Scouting for the right man and placing him on an appropriate position.
5. Acts as a Catalyst: Leader acts as a catalyst to fasten the functioning of the people working in the organisation.
6. Role of an Arbiter: The leader acts as an arbiter in case there is a conflict between two or more members of the organisation.
7. As a Coordinator: The leader is a coordinator who binds the organisation in a single whole to achieve the organisational goals.
8. As a Motivator: One of the main roles of the leader is to motivate or inspire the workers/members of the organisation.
9. As a Trainer: Leader acts as a trainer to the members of the organisation. he not only trains the new employees but also trains the old employees by updating their knowledge.
10. Friend, Philosopher and Guide: Members of the organisation look towards their leader for assistance and suggestions. He is the workers' friend, philosopher and guide. He helps them in the performance of their work as well as dealing with their issues.
11. Providing Security: It is the role of a leader to provide security to his followers/members of the organisation.

IV Qualities of a Good Leader

Leaders have some core skills to be successful. Scholars like Millet, Terry, and Chester I Barnard provide a list of specific qualities which a leader must have to be successful. Qualities of a leader suggested by Millet include - Good health, Intelligence, Integrity, Persuasiveness, loyalty and sense of mission. Terry's list includes - Energy, Emotional Stability, Empathy, Communication Skills, Teaching Ability, Technical Competence and Personal Motivation. Chester I

Barnard mentions the qualities of Vitality and Endurance, Decisiveness, Intellectual Ability, Knowledge, Persuasiveness and Stability as qualities of a leader. Following are the qualities of a good leader:

1. Clear Vision and foresight: A leader should have a clear vision of the goals and objectives of the organisation. He should possess the foresight to visualise the effects of his actions in future;
2. Intelligence: A leader should possess the requisite intelligence to identify, analyse and resolve the problems faced by the organisation;
3. Physical and Mental Wellbeing: A leader must be physically and mentally well to bear the physical rigours and mental stress while leading the organization.
4. Effective Communication skills: A leader must possess effective communication skills so that he is able to communicate the policies and programmes to the workers and also take them along by persuading them;
5. Knowledge of work: A leader must have complete knowledge of the work being performed by his unit or organisation so that he can assist and guide the work of his subordinates.
6. Human Resource Manager: A leader must know about human resource management as he deals with human resources, their aspirations and problems. If he deals with his subordinates in a humanistic manner and takes care of them, they will also be loyal to the organisation and be willing workers;
7. Ability to take risks and shoulder Responsibility: A leader needs to have the courage to take risks and shoulder responsibility for the same. His risk-taking capacity, as well as shouldering the subsequent responsibility, will motivate and maximise his and other members' potential;
8. Honesty and Integrity: Honesty and integrity are two qualities of a leader which also motivate other members to follow suit;
9. Persuasiveness: A leader must be able to persuade a member of the organisation to carry on difficult work in the most consummate manner;
10. Fairness: A leader must be fair and treat all his subordinates equally. His bias can harm the unity of the organisation; and
11. Maturity: A leader must be able to handle his and his organisation's problems maturely. A confused and immature leader will harm the organisation more than achieve its objective.

V Leadership Skills

Leaders have some core skills to be successful. Scholars like Millet, Terry, and Chester I Barnard provide a list of specific qualities which a leader must have to be successful. Qualities of a leader suggested by Millet include - Good health, Intelligence, Integrity, Persuasiveness, loyalty and sense of mission. Terry's list includes - Energy, Emotional Stability, Empathy, Communication Skills,

Teaching Ability, Technical Competence and Personal Motivation. Chester I Barnard mentions the qualities of Vitality and Endurance, Decisiveness, Intellectual Ability, Knowledge, Persuasiveness and Stability as skills/qualities of a leader. Following are the skills that a leader requires:

1. Long-Term Vision and Strategic Thinking: A leader should have a clear vision of the goals and achievable objectives of the organization. He must develop plans to achieve long-term goals and thereby must possess the foresight to visualize the effects of his actions in future.
2. Team Building Skills: A leader must have the ability to build his team effectively by motivating and encouraging the members of his team, fostering a cooperative environment. He must be fair, honest and have integrity.
3. Delegation Skills: Leaders must be able to delegate authority to their followers/subordinates as per their skill sets. He must be confident of their abilities to achieve the objectives of the organisation.
4. Decision-Making Skills: A Leader must possess effective decision-making skills. He must be able to assess and analyse to resolve the problems faced by the organisation. He must employ the concept of critical thinking while identifying solutions and making informed decisions.
5. Effective Communication Skills**:** A leader must possess effective communication skills to communicate the policies and programmes to the workers and also take them along by persuading them. Communication skills required include listening skills, clear articulations as well as effective non-verbal communication.
6. Skills to Adapt: Leaders need to adapt to the changing environment inside and outside the organisation. He/she needs to be proactive to the evolving situation and take informed action.
7. Ability to take Risks and shoulder Responsibility: A leader needs to have the courage to take risks and shoulder responsibility. His risk-taking capacity as well as shouldering the subsequent responsibility, will motivate and maximise his and other members' potential.
8. Persuasiveness: A leader must be able to persuade a member of the organisation to carry on difficult work in the most consummate manner.
9. Skills to manage Human Resources: A leader must have the requisite skills to manage human resources as he deals with human resources, their aspirations and problems. If he deals with his subordinates in a humanistic manner and takes care of them, they will also be willing workers who are loyal to the organisation.
10. Negotiation Skills: A leader must have negotiation skills to resolve conflicts within and outside the organisation. His negotiating skills can lead to less

conflict, more business, improved relationships, enhanced communications, cohesive teams, flexibility and adaptability.

11. Creativity and Innovation: A leader must be creative and be able to lead his team to brainstorm and inspire other members to make innovative decisions.
12. Coaching Skills: A leader must not only know the work he and his organisation perform but also be able to mentor and coach/train his subordinates.
13. Time-Management Skills: A leader must be skilled in managing his and his team's time to ensure that work is completed on time.

VI Developing a Mindset for Leadership/Leading (Skill-Based Approach)

A leadership mindset means adopting attitudes and thought processes that make leadership skills meaningful. It transforms skills into behaviour that motivates people and ensures organisational growth.

1. **Vision and Strategic Thinking**
   - Mindset: Forward-looking, goal-oriented, able to connect the present with the future.
   - Skill: Setting long-term goals, planning strategically.

     Example:

     Dr. A.P.J. Abdul Kalam's Vision 2020 for India inspired policymakers, students, and scientists to align with national development goals.

     Nelson Mandela → envisioned a racially inclusive South Africa, even while imprisoned.
2. **Team Building and Collaboration**
   - Mindset: Inclusive, trust-building, cooperative.
   - Skill: Creating strong teams, motivating members, fostering trust.

     Example:

     PM Shri Narendra Modi's "Team India" approach emphasises cooperative federalism by bringing states together in policy-making.

     Sundar Pichai (Google) → credited success to inclusive team culture and open communication.
3. **Delegation**
   - Mindset: Trusting others, empowering subordinates.
   - Skill: Assigning tasks based on skills, avoiding micromanagement.

     Example:

Ratan Tata gave autonomy to the CEOs of Tata Group companies, enabling innovation in Tata Motors, Tata Steel, and others.

Indira Nooyi (PepsiCo) → trusted her teams to execute strategies, while she focused on vision.

4. **Decision-Making**
   - Mindset: Analytical, courageous, ethical.
   - Skill: Evaluating alternatives, making informed choices under uncertainty.

   Example:

   PM Mrs Indira Gandhi's decision during the Bangladesh Liberation War (1971) to support freedom fighters was risky but strategically significant for India's security.

   Satya Nadella → pivoted Microsoft to cloud-based strategy, ensuring relevance.

5. **Effective Communication**
   - Mindset: Openness, clarity, listening orientation.
   - Skill: Articulating policies, persuading others, and using effective non-verbal cues.

   Example:

   Barack Obama's speeches communicated complex policies in simple, inspiring ways, motivating citizens and building trust.

   PM Shri Narendra Modi → "Mann ki Baat" connects directly with citizens.

6. **Adaptability**
   - Mindset: Flexible, resilient, proactive to change.
   - Skill: Adjusting to organisational and environmental shifts.

   Example:

   Satya Nadella (CEO, Microsoft) shifted Microsoft's focus from software licensing to cloud computing, adapting to new technological realities.

   Indian decision-makers adapted to the COVID-19 crisis and started making and exporting PPE Kits, which were not manufactured in India before the pandemic.

7. **Risk-Taking and Accountability**
   - Mindset: Courage with responsibility.
   - Skill: Taking calculated risks, owning results.

   Example:

Elon Musk's investment in SpaceX, when many predicted failure, shows both risk-taking and responsibility, leading to breakthroughs in private space travel.

Dhirubhai Ambani → took risks in thetextile and petrochemical sectors, revolutionising Indian industry.

8. **Persuasiveness and Influence**
   - Mindset: Confidence in ideas, motivating others.
   - Skill: Inspiring commitment, aligning people to goals.

   Example:

   Mahatma Gandhi's persuasive leadership mobilised millions through non-violence.

   Martin Luther King Jr. → inspired the civil rights movement with "I Have a Dream."

9. **Human Resource Management**
   - Mindset: Human-centred, empathetic.
   - Skill: Handling aspirations, grievances, and the motivation of employees.

   Example:

   Infosys founder Narayana Murthy emphasised employee welfare and transparency, earning loyalty and high productivity.

   Google → "People-first" policies like flexible work foster loyalty.

10. **Negotiation**
    - Mindset: Problem-solving, win–win focus.
    - Skill: Conflict resolution, consensus-building.

    Example:

    Abraham Lincoln's "Team of Rivals" cabinet—he negotiated differences among strong personalities, keeping unity during the U.S. Civil War.

    UN leaders → broker peace negotiations in conflict zones worldwide.

11. **Creativity and Innovation**
    - Mindset: Curiosity, openness to new ideas.
    - Skill: Encouraging brainstorming, inspiring innovation.

    Example:

    Steve Jobs at Apple transformed industries through innovative products like the iPhone and iPad.

    Dr. Verghese Kurien → launched India's White Revolution (Amul).

    Elon Musk → inspired innovation in electric cars, rockets, and AI.

12. **Coaching and Mentoring**
    - Mindset: Supportive, committed to the growth of others.
    - Skill: Guiding, training, and giving feedback.

    Example:

    Indian cricket captain M.S. Dhoni mentored young players like Virat Kohli, grooming them into future leaders.

    Corporate leaders → leadership development programs (e.g., Infosys Leadership Institute).
13. **Time Management**
    - Mindset: Discipline, respect for deadlines.
    - Skill: Prioritising tasks, ensuring efficient work.

    Example:

    PM Shri Narendra Modi is known for strict discipline and punctuality, often beginning meetings at scheduled times regardless of who has arrived.

    Military leaders → rely on precise time management for mission success – Operation Sindoor

VII Conclusion

Understanding leadership and developing a mindset for leading are central to personal growth and organisational success. Leadership is a process of influencing, inspiring, and guiding others towards common goals. A true leader combines vision with empathy, confidence with humility, and decision-making with accountability.

Developing a leadership mindset requires continuous self-awareness, adaptability, and the willingness to learn from both success and failure. It involves nurturing qualities such as integrity, emotional intelligence, and resilience while fostering collaboration and trust among team members.

Leadership is thus a journey of transformation—of self and of others. When individuals nurture a proactive, ethical, and growth-oriented mindset, they not only enhance their own potential but also contribute to building strong, motivated, and future-ready organisations.

VIII Activities to Understand Leadership and Developing a Mindset for Leading

(The teacher can do some or all these activities/any other activities, in the class to provide the required skill set to the students)

1. **'Cs' of the Qualities of a Leader.**

i. Find 11 'Cs' of the Qualities of a Leader.
ii. Words can go in any direction.
iii. Words can share letters as they cross over each other.

Y	S	E	A	O	T	Z	C	C	Y	O	E	R	E	E
N	T	N	Q	T	N	V	B	H	T	G	B	D	K	C
O	B	I	V	Y	E	F	R	A	I	E	Z	G	X	N
I	I	M	S	F	M	P	U	R	V	L	Y	I	V	E
S	Q	H	Z	O	T	U	X	I	I	S	I	H	W	T
S	N	X	G	D	I	P	I	S	T	Q	E	U	J	E
A	X	O	P	M	M	R	W	M	A	F	E	W	Z	P
P	P	U	I	B	M	C	U	A	E	K	N	M	F	M
M	L	C	S	T	O	N	W	C	R	T	N	V	Z	O
O	P	F	O	P	C	R	E	T	C	A	R	A	H	C
C	O	M	M	U	N	I	C	A	T	I	O	N	T	X
W	Z	L	X	F	R	A	V	C	D	B	W	K	G	M
T	J	O	H	E	Y	A	C	N	K	M	E	Q	W	P
M	J	Q	S	W	E	G	G	R	O	V	L	I	Y	X
V	R	C	O	N	F	I	D	E	N	C	E	P	T	S

Source: https://puzzlemaker.discoveryeducation.com/word-search/result

2. Leadership Skills:

i. Find 12 Leader Skills.
ii. Words can go in any direction.
iii. Words can share letters as they cross over each other.

G	V	T	N	A	L	C	Y	C	C	U	A	V	T	E
N	I	Q	E	A	W	R	O	G	J	Q	O	E	B	Q
I	S	T	G	Z	R	A	N	Q	I	G	A	Q	N	O
K	I	S	O	N	C	I	Z	B	I	M	A	O	Z	X
A	O	R	T	H	N	O	J	Q	B	C	I	P	V	S
M	N	V	I	I	G	K	F	U	X	T	J	P	Q	Y
N	U	N	A	S	N	O	I	T	A	G	E	L	E	D
O	G	R	T	A	K	L	X	C	I	T	X	O	D	L
I	T	K	I	S	D	T	I	V	V	I	U	E	V	U
S	Z	T	O	I	J	N	A	D	A	P	T	I	V	E
I	Q	E	N	C	U	I	V	K	E	R	P	M	F	W
C	U	G	T	M	Y	T	I	V	I	T	A	E	R	C
E	M	H	M	S	K	T	W	L	D	N	W	P	V	P
D	A	O	I	L	Q	Y	Q	Q	K	H	G	E	C	T
T	C	J	S	S	E	V	I	T	A	V	O	N	N	I

Source: https://puzzlemaker.discoveryeducation.com/word-search/result

3. 60 Seconds Game/Time-Management: Ask the students to stand up and close their eyes at the first bell/ring and open them when they feel 1 minute or 60 seconds have passed.

   Ask a student to keep time and tell the class who was first to open his/her eyes and who was the last. The class can then discuss what 60 seconds means to different students.

4. Take a page and make 24 squares on it. Start writing what you did in the last 24 hours after you got up. Enumerate productive and non-productive activities.

IX Important Terms/Information

1. **Robbins:** "Leadership is the ability to influence a group towards the achievement of goals".
2. **Vision and Strategic Thinking** require a forward-looking, goal-oriented mindset that can connect the present with the future.
3. **Team Building and Collaboration:** Mindset: Inclusive, trust-building, cooperative.
4. **Delegation:** Mindset: Trusting others, empowering subordinates.
5. **Decision-Making:** Mindset: Analytical, courageous, ethical.
6. **Effective Communication:** Mindset: Openness, clarity, listening orientation.
7. **Human Resource Management:** Mindset: Human-centred, empathetic.
8. **Coaching and Mentoring:** Mindset: Supportive, committed to the growth of others.

X Short and Long Questions

Short Answer Type Questions

1. Define Leadership.
2. Write a note on any two qualities of a leader.
3. Write a note on the functions of a leader.
4. Explain three leadership skills in 30-40 words.
5. Give three measures through which leadership skills can be developed.

Long Question

1. Define Leadership. Discuss leadership skills and methods to develop a mindset for leading.

XI MCQs for Competitive Examinations

https://forms.gle/38FgcMDYEHLxX13Y6

XII Additional Resources/Suggested Readings

1. Avasthi, Amreshwar and Shriram Maheshwari. Public Administration. Agra: Lakshmi Narian Agarwal, 2016-2017.
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